IMPLEMENTING UNIVERSITY LIFELONG LEARNING

A GUIDE FOR TRAINERS USING IMPLEMENT ON-LINE COURSES

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Education and Culture DG
Lifelong Learning Programme

IMPLEMENT

IMPLEMENTING UNIVERSITY LIFELONG LEARNING:
A guide for trainers using IMPLEMENT on-line courses

Pat Davies on behalf of EUCEN and the project partnership

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Project Partners

EUCEN – European University Continuing Education Network (BE)

Bibby Rumbelow Ltd (UK)

University of Graz (AT)

Blaise Pascal University (FR)

Johannes Gutenberg University Mainz (DE)

National Knowledge Centre for validation of prior learning (DK)

Tallinn University (EE)

University College London (UK)

IL3 - University of Barcelona (ES)

TecMinho (PT)

University of Genoa (IT)

University of Malta (MT)

1. Background

The Trends Report in 2005 (Reichert, S. And Tauch, C. 2005 Trends IV: European Universities Implementing Bologna, Brussels, EUA) stated that '*lifelong learning … has been much neglected so far in the Bologna discussion*'. The BeFlex project (Benchmarking Flexibility in ULLL), supported by the EC, was designed to address this problem and stimulate further progress by providing HE institutions with feedback on where they stand in relation to such developments Europe-wide and models of best practice. The Final Report and Executive Summary http://www.eucen.eu/BeFlex/index.html made 12 recommendations including:

- Universities should pay more attention to the staff development needs of the whole institution particularly in the areas of learning outcomes and the recognition of prior learning, and make more use of the expertise that exists among ULLL staff in their own and other institutions.
- Examples of good practice and interesting cases of ULLL policy development and implementation should be disseminated and shared at national and European level
- Policy makers at institutional, national and European level should promote further discussion and debate about the use of the Bologna tools to promote flexibility in ULLL; these debates should involve the learners and external stakeholders - employers, social partners, professional bodies and regional authorities.
- EUCEN should carry out further work at European level to support the use of the Bologna tools to develop ULLL.
- The Bologna Follow-Up Group should make the development of services for learners, especially RPL and advice and guidance, a more significant part of the workplan for the next period of the Bologna process
- EUCEN should promote and support further work on arrangements to promote flexibility in programmes and services of learners, especially advice, guidance and counselling and RPL services (including the development of training opportunities for policy makers, managers and practitioners).

These recommendations are still valid and EUCEN has developed a number of projects to take forward this work www.eucen.eu and continues to do so. In particular, again with the support of the EC, the BeFlex Plus project http://www.eucen.eu/BeFlexPlus/index.html directly addressed these recommendations and published a training pack including key policy papers, recommendations and learning materials on 5 topics identified as priorities for university staff development:

- Exploring Diversity in University Lifelong Learning
- Curriculum in Partnership
- Implementing Institutional Change in University Lifelong Learning
- Recognition of Prior Learning
- Regional Collaboration and Partnership in University Lifelong Learning

The training pack was extremely well received and further EC support was obtained to exploit the results by adapting the printed pack into on-line training materials:

The IMPLEMENT project: http://implement.eucen.eu/

The main work of the IMPLEMENT project partnership was to adapt, develop and test the on-line courses. The technical team at TecMinho (University of Minho, PT) with IL3 (University of Barcelona, ES) were responsible for the learning design of the on-line courses and developed a guide for the partners responsible for each topic. The topic leaders in the partner institutions carried out the design of each course, selecting the materials and the learning activities, the sequence and ways of using it in an on-line platform – the learning management system – Moodle, proposing the way the learning activities could be performed, introducing opportunities for interaction with the learners via the forums and providing new case studies with learning points directly relevant to the activities. None of the topic leaders were experienced in on-line course development and none had been involved in producing the earlier printed versions of the training materials. The on-line courses were therefore not developed in the same way as if the teams had been starting from zero. However, they were strongly supported by the technical team and by Bibby Rumblelow Ltd in this adaptation work. The result is the set of on-line courses on these 5 topics now freely available via http://moodle.eucen.eu and described in detail below.

This guide is designed to support trainers and those engaged in University Lifelong Learning (ULLL) staff development activities to use the IMPLEMENT on-line materials to best effect. It contains sections on: the contents, the target groups, advice on adapting the materials for use in different contexts and in different delivery modes, advice on using Moodle, advice on writing and using case studies, and a summary of tips for trainers. As annexes there are concrete examples: a programme for a blended workshop, a study guide for using one of the courses in on-line mode, and a summary of the case studies used in the on-line courses.

2. Content of the on-line courses

2.1. An introduction

The package of learning materials has a short introduction to the 5 topics explaining the content and target groups in general and includes a video showing a round table of experts discussing key topics in ULLL. The experts are:

Mike Ashton, Herefordshire & Worcestershire Chamber of Commerce (UK)
Moray Kidd, University of Manchester (UK)
Anni Hartikainen, Association of Estonian Boatyards NGO (EE)
Sue Cross, Independent consultant (UK)
Kirsten Aagaard, National Knowledge Centre for Validation of Prior Learning (DK)
Chaired by Pat Davies, EUCEN

This video could be used in whole or part as a keynote or plenary presentation at the start of a training event as it includes a good discussion by the experts around 3 key topics:

- Should the development of ULLL always come from a university strategy? Should we encourage 'bottom-up' initiatives?
- How should we manage success and failure in ULLL?
- How can we manage the cultural differences in policy and practice between universities and external stakeholders and partners?

2.2. The courses

Each course focuses on one of the 5 topics. The topics and topic leaders are:

- *Exploring Diversity in University Lifelong Learning*
  University of Graz (AT)
  with additional material from the Blaise Pascal University (FR)
- *Curriculum in Partnership*
  University College London (UK)
- *Implementing Institutional Change in University Lifelong Learning*
  Johannes Gutenberg University Mainz (DE)
- *Recognition of Prior Learning*
  National Knowledge Centre for Validation of Prior Learning (DK)
- *Regional Collaboration and Partnership in University Lifelong Learning*
  Tallinn University (EE)

Bibby Rumbelow Ltd (UK) have provided support and advice in the adaptation process; the team at TecMinho (University of Minho, PT) and IL3 (University of Barcelona, ES) provided technical and pedagogical support to the topic leaders and instruction on using the learning platform; EUCEN has provided academic supervision and overall coordination.

Each course has 4 main sections:

- Introduction - which explains the contents and the specific target groups
- Course materials organised around 4 or 5 learning activities – see detail below
- Conclusions – what have you learned?
- What next? - which offers suggestions for follow-up activities, reading and useful web links and the opportunity to join a professional network on the topic through LinkedIn

The course materials for each topic are organised around 4 or 5 learning activities:

1. Definitions and reasons for including the topic
2. Issues and questions around how to address the specific topic
3. Benefits and reasons to do it
4. Strengths, weaknesses, challenges
5. Evaluating impact and monitoring change

Each learning activity includes:

- A short text explaining what the activity is all about
- An attached document setting out the aims and objectives of the activity, the time it is likely to take a small group of people working together to complete the activity, a background explanation, detail of the tasks and the resources that could be used (including links to relevant case studies)
- A short video of an interview with an expert on a specific question related to the learning activity
- At least 1 and sometimes 5 case studies
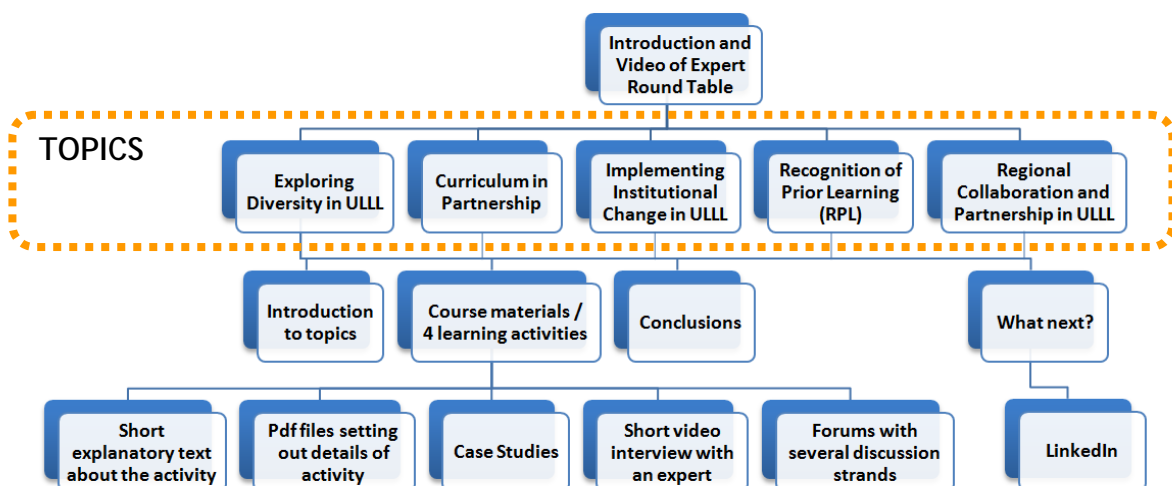- A forum to facilitate discussion on the specific questions

Diagram 1: Structure of the courses

3. Target Groups

The courses are targeted at those involved in the development of ULLL as a manager, academic course developer, teacher, administrator, counsellor, or the link person with external agencies; more specific target groups for each topic are indicated at the start of each course. These individuals are most likely to be located in universities but the feedback in testing suggested that they might also be in other educational establishments involved in LLL. For example, 'your institution' could be interpreted as 'your adult education institution' or 'your vocational training college' – the challenges arising from LLL are very similar for other institutions.

The learning activities pose questions for discussion which can be answered at different levels from beginners starting to think about the topic to those more experienced reflecting on their current practice and provision; sometimes what appear to be simple questions offer the possibility for deep reflection.

The courses are designed to be used by individual learners for their own personal development and by small groups of colleagues or professionals with a common interest to support their own professional and/or organisational development. This guide is designed to support trainers and those wishing to facilitate a small group within an institution or internationally to use the materials to best effect.

4. Advice for Trainers and Staff Developers

4.1. General points

In principle the IMPLEMENT on-line courses are open to all – no passwords or logins are required. This is a deliberate strategy to enable the widest possible access. So by default all users of the courses are 'guests' which means they can read and use the whole course, including the forums and download all documents (but they cannot post comments in the forums).

This has important implications for trainers using them with groups of learners and we recommend that they and their participants become 'registered users' (see section below on using Moodle) so that they will be able to fully engage with the courses and use the forums which are very useful:

- They provide a way of learning from others who have used the course before
- They can give an additional external input to small groups
- They provide a way of picking up a discussion at a later date
- They offer the chance to share experience and documents outside the group with a wider professional network
- They offer the chance for everyone in the group to see what is being said immediately (particularly useful for a dispersed campus group for example)

The forums and LinkedIn are there to support a community of practice in ULLL (see http://www.ewenger.com/theory/ if you are not familiar with this idea).

If privacy is required then supplementary tools should be used in parallel to the courses. There are various possibilities:

- A simple e-mail group or Skype conference
- A document shared through Google Drive
- Other social networking tools such as LinkedIn
- Software that can replicate methods which are common practice in LLL such as the Delphi method or Open Space method – see for example http://en.linoit.com/ (we have tested this software and found it to be very useful)

There is no need to re-invent the wheel each time you think about staff development – there are lots of resources 'out there' – IMPLEMENT is a good example!

4.2. Adapting the IMPLEMENT on-line course

The materials have been written in English and adapted to various country and cultural settings but trainers and facilitators should consider:

- The specific institutional, national and cultural setting in which they are to be used:
  - Adapting the case studies or writing new ones relevant to the specific learning objectives (see section on case studies below)
  - Using a 'foreign' case study or an external expert who asks 'foreign' questions – sometimes an outsider approach can open up new or previously hidden issues
  - Using the institutional setting that everyone is familiar with or the national policy framework may get to the heart of things more quickly
  - Translating all or part of the materials

- Different groups - different levels of experience, established teams, newcomers, or groups of participants who have never met:
  - May require different questions
  - May mean the same question phrased in a different way to elicit more complex responses
  - The familiarity or the differences in the group are part of the richness of the learning experience – use the experience of the group whether it is very similar or very different as a learning point

- Different purposes e.g. increasing knowledge, sharing experience, sharing best/bad practice, team building, bringing about change:
  - Be explicit about the shared purpose(s) of the learning activity
  - Be aware that individuals may have their own purposes and these may or may not correspond well with the objectives of the facilitator
  - Adapt the content (e.g. the learning points from a case study) to suit the purpose of the training session

4.3. Using the IMPLEMENT on-line courses in different ways

Blended format

Our experience of using the course materials in the IMPLEMENT project indicates that the best way to use these materials with a group of learners is in a blended format. By this we mean quite simply combining on-line and face-to-face activities. There are a number of ways in which these 2 elements could be combined:

- Using the on-line materials as a source of reading, reflection and preparation before a face-to-face session
- Using the on-line materials as follow-up activities to a face-to-face session e.g. a follow-up discussion in a forum
- Using the on-line activities during a face-to-face session
- A combination of these

Of course trainers will think carefully about which parts of their workshops are better in face-to-face mode and which activities can be done effectively using the on-line options. We set out here a number of points to be considered:

- If using the on-line activities during a face-to-face session, access to computers needs to be planned before and managed during the session:
    - It is best not to use a computer lab which will limit the flexibility for benefiting from being physically together (unless you can use a different room for face-to-face activities but changing rooms can also be disruptive)
    - Consider asking participants to bring their laptops with them but make sure they don't get distracted into using them for other things during the face-to-face session!
    - Consider asking them to share a laptop – this may help them to keep the focus and motivate them to share ideas
- Use a preparation period to:
    - Explore the on-line materials so that participants can familiarise themselves with the site, download, and read any documents that require time to consider (e.g. case studies)
    - Make sure they are registered and all settings in their profile are completed in accordance with your purposes and intentions (see section on using Moodle below)
    - Make sure all participants understand what is private to the group and what will be publicly available
- Maximise the benefits of the forums (as set out above): use them for example to summarise the face-to-face discussions in smaller groups
- Encourage participants to follow-up their discussion in the forums after the face-to-face workshop and invite them to join the LinkedIn community

An example of a blended workshop is attached as *Annex 1*.

On-line - synchronous – same time

In general good practice for on-line sessions is not so very different from face-to-face sessions. However, our experience suggests a checklist of useful points to remember:

- It seems very obvious but it is easy to forget: time differences and public holidays need to be taken into account when fixing the time/date of the on-line sessions for international groups
- Preparation by the participants is crucial – it makes it possible to go deeper in the synchronous part and to maintain momentum - maybe asynchronous preparation then synchronous discussion
- Think carefully about reading that could be undertaken before the on-line meeting especially case studies which may take quite a few minutes to understand – this would avoid silent time on-line when momentum and engagement could be lost and participants might leave
- Prepare a study guide in advance and suggest that participants print it out so they have it always to hand when working though the course on-line. An example of the study guide prepared for a virtual seminar on 'Exploring Diversity in University Lifelong Learning' is included here as *Annex 2*
- Consider the best settings for the participants as 'registered users' depending on how you want to manage the interaction in the forums – see the section 'using Moodle' below
- Plan an introductions session at the start of the on-line session so that everyone knows who is present and participating
- Be very active and continuously involved in the forums, commenting quickly on posts from participants
- Carefully monitor contributions to the forums and discussions and offer examples to make discussion concrete and focused
- Keep the momentum going and manage the progress through the course and remind participants where they are in the course, what they have just done, and what they are going to do next e.g. "now let's move to section xxx"
- Avoid having parallel private communications (e.g. a Skype discussion with individuals) – all communication should be shared with the group unless there is a very specific reason to do so
- Even if all participants have equal status technically, it is still a good idea to assign team roles to the participants e.g. facilitator, external expert, sub-group chair/moderator
- If you want to have private discussions with your group (that are not posted into the public forums) you will need to use additional tools e.g. Google Drive or Skype conferencing. Also think about supplementing the course using software that can replicate common practice in LLL such as the Delphi method – see for example: http://en.linoit.com/ - here you can very easily set up a restricted group if you wish
- If you are not experienced in managing such learning activity make sure you have quick and easy access to technical support in case you need it and have someone to support you who has experience of on-line learning

An example of a study guide for a synchronous workshop is attached as *Annex 2*.

On-line - asynchronous – over short or long periods

Many of the points made for synchronous on-line sessions in the section above also apply to asynchronous sessions but we also wish to highlight the following points:

- Prepare a timetable over a fixed period with clear time/dates/deadline for tasks to be completed and posts to forums to be made so that it is not too flexible and open. Once you have fixed the schedule keep to it otherwise you will lose momentum
- Prepare a clear guide for the participants. This should be similar to the example for an synchronous session but will need to be rather more detailed
- Clarify the ways to contact the facilitator/trainer privately if participants need help – including the times of day when that help will be available and how quickly they can expect a response
- Distinguish clearly between the kind of questions that should be discussed in private and those which rightly belong in the group
- The danger of losing people is higher when the learning activity is spread over time: the speed of progression though the course is a very important factor and more stimulus is usually required – think about a range of methods to support continued motivation
- Carefully monitor participation and contributions to the forums and discussions and react if there are unexpected silences

Other possibilities

There are a number of other ways in which the courses could be used by trainers/facilitators:

- Work though the whole course(s) with a group – probably over a series of sessions
- Select specific learning activities for the specific group
- Use the resources (e.g. the case studies) in a new and different way
- Embed some or all of the materials in an accredited course
- Use the courses as a source of inspiration for your own case studies, other courses or new projects
- Recommend colleagues to work through the materials on their own or in pairs/small groups independently
- Use the course(s) as a source of ideas/starting points for an internal discussion
- Check the "state of play" at your own institution compared with the case studies
- Join the forum(s) and/or the LinkedIn to join discussions and connect with a wider community of practice

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4.4. Using Moodle

There are 2 basic options for participating in the IMPLEMENT courses set up in Moodle. Participants can be 'registered users' or 'guests':

- 'Registered users' – this gives full access to view the courses and attached documents and enables participants to post to the forums. This is certainly the best option for trainers and their group to use the courses
- 'Guests' have 'read only' access to the courses, including the attached documents and the forums. 'Guests' cannot post to the forums. This is a suitable option if you only want your participants to use the resources available in the courses

Registered users:

- Participants should register as users on each of the courses in which they wish to participate – we suggest that all should register on 'Introduction' as well as on the specific topic they wish to follow
- All participants in a course should create their own account via the "Create new account" button on the login page and enter their name and e-mail address. An automatic e-mail message will be sent to the address provided in order to confirm and validate it. Once it is confirmed, registered users will be able to post to the forums. Note that posts to forums will be readable by 'guests' and 'registered users' outside your group
- Note also that new posts to a forum will also be notified by e-mail to all registered users, including those outside your group (by default, although this can be changed – see profile options below). This provides the contact with the external world that we see as an advantage of these courses

Profile options: each registered user will have a 'profile': the "My profile" option includes:

- View profile: allows users to view their profile - to modify this personal information, use my profile settings options
- Forum posts: shows the user's own posts in the forums
- Private files: allows users to upload files to a personal storage area
- My courses: shows which course(s) the user is registered on
- My profile settings: allows users to change certain elements on their Moodle profile, including messaging preferences (e.g. not receive a notification e-mail about each post to a forum) and change their password and picture

Use of forums:

- Each registered user can post to the forums of the course(s) on which they are registered
- By default, users will only receive e-mail notifications about other's posts when:
    - either they have posted to the same forum themselves (default setting)
    - or they go to Activities>Forums and subscribe to one/more/all of the forums

  If they do not wish to receive any notifications about posts they should use this function to unsubscribe – this will mean they still see the posts in the forums but are not notified by e-mail
- All posts are sent to the forum immediately but the sender has 15 minutes to edit or delete the post. At the end of these 15 minutes the e-mail notification will be sent to all those subscribed to the forum
- E-mail notifications received by registered users subscribed to a forum contain a copy of the new post in that forum
- To change any messaging preferences, use My profile settings > Messaging

When your training session is finished your participants can:

- Remain as registered users and leave the settings as they are which may mean that they continue to receive notification e-mails from other registered users (including those outside the groups and new users)
- Remain as registered users and change their settings (for example, unsubscribe to some or all the forums)
- 'Un-register' which means they will revert to 'guest' (read only) status

If you have problems with Moodle there is help on http://www.moodle.com or consult your technical department.

4.5. Writing and using Case Studies

Case studies can range from a very simple and brief descriptive text to detailed information about a complex project in a variety of media. In the course materials there are see examples of two different ways in which case studies have been prepared: in 'Curriculum in Partnership', learning activity 1, there are 5 short case studies to illustrate diverse approaches to curriculum design; and learning activity 4 , there is 1 more substantial case study which calls for more in-depth reflection on the specific case.

Case studies are useful resources for learning - they:

- Provide descriptive material about work completed or work in progress which illustrates one or more identified learning points
- Can include information in a variety of media – variety is useful
- Are designed to stimulate discussion and encourage people to compare their own experience to those of others working in the field
- Can be brief or extensive (depending on how much time people will have to read them) – but the content must be accessible so people can quickly grasp the key points and work with them

Probably the most important element of using case studies successfully to support learning is selecting those which clearly illustrate the learning points or learning outcomes. Key criteria to consider when choosing case studies are:

- The length, level of detail, volume of material for reader to absorb
- The complexity – both in the information about the case and in the viewpoints expressed
- Representation – should a range of different approaches be represented? (There may be a political dimension to this choice)
- Currency – are there limits on using 'old' work? Is it best to use only work that has been completed? Is it s good idea to use work in progress?
- Media - what is the best medium to convey the message? Should there be a variety?
- Contrast – should there be examples of contrasting approaches, viewpoints or even conclusions to stimulate discussion or challenge a consensus?

Writing successful case studies requires a good understanding of the audience and an ability to achieve balance in writing to achieve several objectives at the same time. It requires:

- A clarity of style, tone and language but also a flavour of the character and style of individual projects should show through
- Clear learning points clear but also encouragement for learners to draw their own conclusions from what they learn about case studies
- Enough detail about the context of case studies to capture people's interest but also succinct writing to avoid overwhelming people with detail

Case studies will be used to stimulate learning – and it must be clear how you wish to promote learning and what you want people to learn when you select and create the case studies for a specific learning activity. This may require a selection or emphasis on particular elements of a case study or a particular presentation of the information or data. Your knowledge of your own target group will dictate whether you ask learners to draw their own conclusions guided by you or you make the conclusions explicit yourself. Adapting case studies to a specific mode of learning or a specific group may require some modification:

- Case studies that can easily be identified might be sensitive – make sure that the people and institutions described are comfortable with the way in which you will use a specific case study
- Be flexible in the ways in which people use case study material to enhance and support discussion
- Relate the case study materials to the current experiences of the learners to achieve a richer, more complex discussion
- Draw wider or different conclusions which reflect the diverse ways that people have worked with case study material during a learning session

A summary of all the case studies used in the on-line courses is provided in _Annex 3_; they include the case studies produced specifically for the on-line courses (in IMPLEMENT) and some produced previously for the printed version of the training materials (in BeFlex Plus).

4.6. A summary of tips for using on-line courses in staff development

These tips are not exhaustive but are drawn from our experience of converting printed materials into on-line courses during the IMPLEMENT project http//implement.eucen.eu/ and they constitute a summary of the advice given above. They will be useful especially to those who are beginners at using short on-line courses for staff development.

On-line courses can be used in different ways: blended learning or on-line only, in synchronous or asynchronous mode. Some advice is common to all these modes of delivery (including good practice in face-to-face learning) and these points are listed under the heading 'General tips'. Our recommendation for using the IMPLEMENT on-line courses is to do so in blended format and we list tips for doing that under 'Implementing LLL on-line'.

General tips

- It is essential to produce a 'study guide': a programme outlining the objectives, the activities, the way you are going to work and give a time frame. And do it in advance. Also it is a good idea to suggest that participants print it so that even if working totally on-line within the course, they can have the study guide always in view
- Staff development must always be active – with a chance for everyone to contribute their positive and negative thoughts and express their opinions. The facilitator must always establish an atmosphere of trust, confidence and cooperation between participants to enable this to happen
- Ask participants to do some preparation (e.g. read case studies), especially (but not only) if you are working on-line synchronously. This will avoid silent/reading time where you could 'lose' people. It also enables them to 'warm-up' and think about the topic before they come together off- or on-line, which will facilitate deeper and more reflective discussion in the forums
- Always have an introductory session where participants say who they are, where they are from, what experience they have of the topic, what they hope to gain from the session, any specific issues they are particularly interested in, and so on; clarify the objectives and the learning outcomes
- Before you start ensure that all the participants are registered for not just the main course but also any supplementary on-line tools you will be using
- Plan what to do if participants come on-line late, after you have started
- Adult education in general benefits from a prior agreement about how the specific group of participants will work together but this is especially important if participants are on-line. Principles (sometimes called rules of group work) of commitment to each other and to the shared experience should be established. These might include confidentiality, respect for others' opinions, active engagement and contribution to discussion, keeping others informed (e.g. if it is necessary to leave the group)
- When working completely on-line it is especially important to keep the momentum going:

- Always indicate when one session has ended and what will happen next
- Be very active and continuously involved, commenting quickly on posts to forums, offering concrete examples and keeping the discussions focussed
- If you are working with an international group remember that they are not all native speakers of the language in use so check understanding regularly
- Invite experts on-line to join the discussion
- Consider assigning team roles to the participants e.g. chair/moderator/facilitator of a specific forum or of a learning activity

Implementing LLL on-line

In addition to the general points above there are several points to bear in mind that are specific to Moodle and/or the IMPLEMENT courses:

- Consider carefully the registration and profile settings you want participants to have: before you start make sure that you and your participants have done everything you need to do to make the courses work for you in the way you want them to; and check it with each participant
- Think about the length of time for each activity: the pdf file for each learning activity in each course includes a suggested time in brackets – this indicates approximately how long we would expect a small group of people working together to take to complete the activity, but of course this can be shortened or extended for greater depth of discussion
- Use the courses creatively: within your specific constraints of time and the availability of the participants, work out which parts are best delivered on-line synchronously, on-line asynchronously and in face-to-face settings
- Avoid private, parallel conversations with individual participants unless it is really necessary – do not exchange telephone numbers, Skype names or e-mails addresses in the forums (they are public)
- Use the forums to optimise the benefit of a connection with a wider community of practice: since they are in the public domain they are a good source of external input to your discussions and of getting feedback on your ideas but you must make this clear to participants at the start that their posts to the forums will be seen outside the group
- If you want to have private discussions within your group there are various familiar additional tools you could use e.g. Google Drive, Skype conferencing.
- Think about supplementing the course using software that can replicate common practice in LLL such as the Delphi method – see for example: http://en.linoit.com/ - here you can set up a restricted group easily if you wish
- If possible have a small team to facilitate the workshop: a workshop leader, a moderator, an expert who can join the forum discussions, a technical person with experience of the on-line tool(s)

<u>ANNEX 1</u>: Example of plan for blended workshop using the IMPLEMENT course on Regional Collaboration and Partnership in University Lifelong Learning

METHOD PLAN *(prepared by Kadri Kiigema) for workshop delivered on 8 November 2012 in Malta. Workshop leader: Kadri Kiigema (KK), Tallinn University, ESTONIA. Expert participating in the workshop: Anne Keerberg (AK), College of Kuressaare (TUT), ESTONIA.*
Participants were asked to bring laptop so that postings could be made directly to Moodle forums.

Part 1. Before the workshop – some preparation to do the week preceding the workshop

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a) **University Lifelong Learning – challenges and learning points**
   Individual task 1: Please look at the video of the expert round table, which addresses the key challenges for ULLL professionals.
   Moodle link: http://moodle.eucen.eu/course/view.php?id=4
b) **Regional Collaboration and Partnership in University Lifelong Learning**
   Individual task 2: Please choose one Case Study from Activity 1: Why work in regional partnership or through regional collaboration? Read it through and share your thoughts in forum:
   - What are the reasons why universities should work in regional partnership or collaboration?
   - What differences are between the concepts of collaboration, co-operation and partnership?
   - What problems might arise if a university is involved in more than one partnership or collaboration?
   Moodle link: http://moodle.eucen.eu/course/view.php?id=7

Part 2. At the workshop

   <u>9h.00 – approx 15 mins</u> - **Check in - Getting to know each other**
   Method: A little things method
   - Participants introduce themselves to their neighbour through one thing from bag or pocket
   - After that the neighbour introduces other participant to the group
   Tools: Name badges, ppt slides

   <u>9h.15 – approx 10 mins</u> - **Introduction to the course and workshop (KK)**
   Method: A presentation
   Tools: Moodle platform, ppt slides

9h:25 – approx 15 mins - Collecting the expectations of participants
Method: An individual work with sharing into the circle.
Participants will write down on 3 post-its:
      GREEN – what I want to explore today
      YELLOW – valuable experiences that I could share with others
      RED – my hot question
WS leader will collect all the post-its together and organise them on wall (same colours together)
Tools: Post its, pens

9h:40 – approx 15 mins - ULLL: challenges and learning points (reflection on the individual work before the seminar)
Method: Open discussion of most interesting/ important thoughts from round table video
Tools: Moodle forum

9h:55 – approx 5 mins - Activity 1: Why should universities collaborate with regional partners?
Method: View video of Kari Seppälä (KS)
Tools: Moodle video of interview

10h:00 – approx 15 mins - What are the benefits of collaboration to university and to partner (region)? The example of Tallinn University of Technology
Method: Short presentation by expert (AK) – example of TUT and comments on KS video
Tools: ppt slides

10h:15 – approx 30 mins - Reflection on the Activity 1.
Method:
1. Discussion in pairs - What I found most important / interesting in experts inputs and case study. Focus on the reasons (benefits) of the collaboration.
2. Reading the forum of Activity 1 and inserting the results of the discussion
3. Sharing the results in circle, expert comments
Tools: ppt slides, Moodle forum

10h:45 – approx 15 mins - Participants hot questions connected with the topic of activities
Method: Open Space Method
http://www.openspaceworld.com/users_guide.htm
WS leader will sort the participants' hot questions under the four topics of the IMPLEMENT course:
1. Why work in regional partnership or through regional collaboration?
2. What, who and how? Steps in developing and maintaining regional collaboration and partnership
3. Strengths and weaknesses of regional collaborations and partnerships.
4. How should we evaluate regional collaborations and partnerships?
Four topics put on the wall on flipchart paper: each participant puts name to the group s/he would like to join. WS leader will do a schedule, so that there will be maximum 2 groups working in parallel.
Tools: ppt slides, Moodle forum, flipchart paper

11h:00 – approx 30 mins – Coffee break

11h:30 – approx 45 mins - Open Space - (two groups)
Method: Two groups start their discussions with the focus of finding the solutions to specific problems (hot questions). Group members decide the roles – speaker /leader, secretary/rapporteur, time watch etc. If/when a member of the group feels that everything has been said then s/he may move to other group, on condition that his/her role is taken by someone else in the group. Results of the discussions will be added to the forums (under the topics) by secretary/rapporteur of the groups.
Tools: Moodle forum, paper and pen for notes

12h:15 – approx 15 mins - Reflection
Method: Participants will read postings in Moodle forum and have the opportunity to add their opinions. Participants could read the results from "wall" and give their votes to the best solutions.
Tools: Moodle forum

12h:30 – approx 15 mins - Check out - Conclusions and feedback
Method: Posting to forums and sharing the thoughts in group
1. What did I learn today?   2. What are the next steps I can do in my university?
Tools: Moodle forums

12h.45 – approx 15 mins - Evaluation of workshop
Method: discussion and completion of feedback questionnaire

13h.00 - End of the Workshop

<u>ANNEX 2</u>: Example of study guide for on-line real time session

Exploring Diversity in University Lifelong Learning
Synchronous on-line workshop (Pilot Workshop), 19 September 2012, starting at15h:00 CET
Moderated by Andrea Waxenegger, University of Graz, Austria

STUDY GUIDE (version published 11 September 2012)

<u>General theme and objective of the workshop</u>

The general theme of this workshop is diversity in University Lifelong Learning (ULLL). This workshop will give you the opportunity to:

1. explore various definitions of ULLL and university policies in / strategy approaches to ULLL;
2. develop an understanding of the great variety of (potential) target groups and the characteristics of programmes needed to match their learning needs;
3. discuss the challenges of diversity.

PROGRAMME

15:00-15.30: Part 1 – Introduction to the course; community building

A. <u>Welcome</u>
- Welcome by the facilitator of this online pilot workshop.

B. <u>Introductions: Who are we</u>?
- The facilitator will introduce herself.
- Now it is your turn:
  - ➔ Please introduce yourself briefly in the "*Forum: Pilot study group - participants (19 Sept 2012)*" – What is your profession, your area of work? Your organisation or institution? Your position? – Are you seeking an answer to a specific question on diversity in ULLL or do you want to share a specific own experience?

Nota bene: Please reply directly to the post of the facilitator. If you reply to other participant's post, then it will appear below of his/her post.

C. <u>The course: What do we want to achieve</u>?

- This study guide was prepared because the online-workshop is in real time with a group of people working simultaneously and not independently. To have a common understanding of what we want to achieve,
  - ➔ <u>Please read quickly</u> through this guide. Any clarifying questions at this point about how we are going to proceed?

- A clarification: People mean different things when using the term "diversity". To avoid misunderstanding,
  ➔ <u>Please read</u> quickly through the explanation at the very beginning of the course. Here we explain that in this course the diversity of definitions of ULLL, policies and target groups – the learners – is in the focus.

15:30-16:30 Part 2 – How do we define ULLL and what ULLL policies / strategies exist?

D. "<u>University Lifelong Learning" – how do we define it</u>?

- Throughout Europe, a variety of definitions is used,
  ➔ <u>Please read through</u> the definitions in the paper (PDF) "Collection of some definitions of ULLL".

  Here you find the definition of EUCEN-European University Continuing Education Network as developed in an earlier European project (BeFlex),
  ➔ <u>Have a quick glance</u>:

  'ULLL is the provision by higher education institutions of learning opportunities, services and research for the personal and professional development of a wide range of individuals - lifelong and lifewide; and the social, cultural and economic development of communities and the region. It is at university level and research-based; it focuses primarily on the needs of the learners; and it is often developed and/or provided in collaboration with stakeholders and external actors.'
  http://www.eucen.eu/BeFlex/FinalReports/ExecutiveSummaryWEBversion.pdf

  Now, ➔ <u>Please think about</u> the definition of University Lifelong Learning in your own institution or working context and your own definitions (which might not be the same as your institution's); ➔ <u>Please share</u> one definition with the group by using the "*Forum: How do we define University Lifelong Learning?*" or at least share some parameters which you think make a "good" definition.

E. <u>University Strategies / Policies in ULLL: What is the relationship between university policy/strategy for lifelong learning and the nature of the offer</u>?

- Many universities in Europe have developed or have been developing strategies / policies in university lifelong learning which influence the provision in ULLL. We would like to invite you now to reflect on your own institution's strategy / policy on ULLL.
  ➔ <u>Please consult</u> the Table: "What is the purpose of your LLL policy/strategy?" first.
  ➔ <u>Please identify</u> the purpose of your institution's strategy / policy? In what way has it influenced what you currently provide in ULLL.
  ➔ <u>Please share</u> the result briefly in the "Forum: What is the relationship between university policy / strategy for lifelong learning and ULLL provision?"

16:30-17:30 Part 3 – Diversity in target groups and programmes

F. Serving the needs of the ULLL participants

- ULLL targets different target groups. In this section on the Moodle platform you are offered four case studies for illustration, each of them highlighting specific aspects.
    - ➜ Please choose three of the four case studies and answer the following questions:
        1. In what ways do you think the target group has influenced the programme delivered?
        2. Is the target group inclusive or exclusive (for example for one professional group only)? How might this have affected the provision?
        3. Is the target group made up of individuals or is it organisational? What influence might this have had on the programme?

    The case studies:
    - *Short Case study: Promoting the work-based training of medical doctors,* University of Joensuu (FI)
    - *Short Case study: Lifelong Learning routes into Higher Education in Art and Design,* Edinburgh College of Art and Design (eca)(UK)
    - *Case study: Academy on Monday – an example for open access in university lifelong learning,* University of Graz (AT)
    - *Case study: Vita activa – Bridging generations through learning (University of the Third Age),* University of Graz (AT)
    - ➜ Please share in the "Forum: Diversity in target groups" any observations, reflections, comments based on this analysis or from your own experience.

17:30-18:00 Part 4 – Challenges of Diversity

G. What are the main challenges of diversity in ULLL? What are potential strategies?

In working your way through this section you will have recognised how the diversity of lifelong learning can meet a wide variety of needs both for individual students and organisations, and can also be used to broaden and enhance university programmes with effects that can reach beyond the original target group. Yet its very diversity can make it particularly difficult to measure the impact of lifelong learning both at the level of individual programmes and more widely nationally and across borders. Research such as that conducted by BeFlex Plus gives an excellent indication of the wide range of provision which universities recognise as lifelong learning – but now we ask you how the broad impact of such diverse provision might be measured?

- How can such diversity be counted or measured at a national or European level?
- If it cannot be counted or measured easily how can its impact be demonstrated?
- How can it be valued?
- How can its quality be assured?

- If it is for everyone, everywhere, anywhere, how can it have a clear voice in policy debates
- And how can that voice make itself heard?

➔ <u>Please use</u> the "*Forum: What are the challenges of diversity?*" to share thoughts on these questions.

H. <u>Your own conclusions</u>

- To wrap up:

➔ Please use the Worksheet "Your own conclusions" to reflect on your learning in this course.

   - What are the most valuable things I've learned? How might I apply these to my work?
   - Was the virtual learning environment effective for my learning?
   - What are my next steps?

These are your personal reflections.

I. <u>Something to share with the group</u>?

There might be also some thoughts, reflections, info, comments you might want to share with others.

➔ <u>Please use</u> the "*Forum: What do you want to share with others?*" to do so.

Thank you for your participation

<u>*ANNEX 3*</u>: Summary of Case Studies by Topic

IMPLEMENTING INSTITUTIONAL CHANGE IN UNIVERSITY LIFELONG LEARNING

<u>Learning Activity 1</u> - What are the reasons for change in ULLL?

- Case study: "Germany for ULLL" (DE)
- Case study: Lifelong Learning and employment. Guidance and counselling for people coming back to University. UBO (FR)
- Case study: Regional Collaboration Case Study: Linking London Learning (UK)

<u>Learning Activity 2</u> - Who is responsible for implementing change in ULLL?

- Case study: Implementing strategy of the Johannes Gutenberg-University of Mainz (DE)
- Case study: A change to the organization of ULLL – University of Tartu (EE)

<u>Learning Activity 3</u> - What changes are being made to implement ULLL?

- Case study: The Lifelong Learning Strategies of Finnish Universities
- Case study: To become a Lifelong Learning organisation. USTL (FR)
- Case study: ULLL at the Warsaw School of Economics (SGH) in the context of the Bologna Process (PL)
- Case study: Competence out of lifelong learning into the area of professionalisation in the context of the development of BA/MA in the Bologna process. Carl von Ossietzky University, Oldenburg (DE)

<u>Learning Activity 4</u> - Evaluating changes in ULLL

RECOGNITION OF PRIOR LEARNING (RPL)

Learning Activity 1 - What are the essential elements of an RPL process?

- Case Study 1 - Peter: Recognition of Prior Learning at the University College in Denmark as entry to social educator education in the professional bachelor programmes (DK)
- Case Study 2 - Susan: Recognition of Prior Learning at the University College in Denmark, as entry to Diploma Programmes (DK)

Learning Activity 2 - How do we set up RPL?

Learning Activity 3 - Where and why might an RPL process be used?

- Case Study 1: Co-operation between a University and a private company in working and learning for a bachelor - degree. Hogeschool van Amsterdam (NL)
- Case Study 2: The 5 phases of VPL (Valuation of Prior Learning) - Hogeschool van Amsterdam (NL)

Learning Activity 4 - What are the challenges of RPL?

- Case Study 1: The widespread development of recognition of formal, informal and non – formal learning in the French speaking Belgian universities (BE)
- Case Study 2: Implementation of Recognition of Prior Learning - University of Pierre and Marie Curie (FR)

EXPLORING DIVERSITY IN UNIVERSITY LIFELONG LEARNING

Learning Activity 1 - How do we define University Lifelong Learning?

- Short Case Study: Supplementary study programme for teachers at pre, primary and lower secondary level. University of Iceland (IS)
- Short Case Study: Preparation for Higher Education Programme. University of Leeds (UK)
- Short Case Study: European Community Action Scheme or the Mobility of University Students – ERASMUS. Goldsmiths – University of London (UK)

Learning Activity 2 - What is the relationship between university policy/strategy for lifelong learning and the nature of the offer?

- Short Case study: Developing modular e-content in the area of ICT (Information and Communication Technology) to support LLL. Džemal Bijedić University (BIH)
- Short Case study: Competence Direct – co-operation between Lund University and Akademikerförbundet SSR. Lund University (SE)

Learning Activity 3 - Diversity in target groups

- Short Case study: Promoting the work-based training of medical doctors. University of Joensuu (FI)
- Short Case study: Lifelong Learning routes into Higher Education in Art and Design. Edinburgh College of Art and Design (eca) (UK)
- Case study: Academy on Monday – an example for open access in university lifelong learning. University of Graz (AT)
- Case study: Vita activa – Bridging generations through learning (University of the Third Age). University of Graz (AT)

Learning Activity 4 - What are the challenges of diversity?

- Case study: LACCouleur Noire. Blaise Pascal University (FR)

CURRICULUM IN PARTNERSHIP

Learning Activity 1 - What is a curriculum?

- Case Study 1: Training for professionals in education in years 2008 – 2011. University of Maribor (SI)
- Case Study 2: Co – operation between a university and a private company in working and learning for a bachelor degree. Hogeschool van Amsterdam (NL)
- Case Study 3: Further education programme for lecturers of the Robert Bosch Stiftung. University of Hildesheim (DE)
- Case Study 4: The Council for Regional Educational Co – operation, ENCELL, University of Jönköping (SE)
- Case Study 5: Experienced based knowledge: co – operative venture between education and Professional Bodies, Otto – von – Guericke– University, Magdeburg, (DE)

Learning Activity 2 - What are the benefits and purpose of designing curriculum in partnership?

- Case Study 1: Co – operation between a university and a private company in working and learning for a bachelor degree. Hogeschool van Amsterdam (NL)
- Case Study 2: 'Enjoying arts'. Deusto University (ES)

Learning Activity 3 - How do you design a curriculum with partners?

- Case Study 1: Competency development of business management and co – operation. Kaunas University of Technology, (LT)
- Case study 2: Maintaining a curriculum that is both relevant to industry and also appropriate to academic criteria, over a long period

Learning Activity 4 - What are the practical challenges of designing a curriculum in partnership?

- Case Study 1: Russell Group university and Engineering & design Co

Learning Activity 5 – How do you measure impact? Maintaining and developing provision

- Case Study 1: Co – operation between a university and a private company in working and learning for a bachelor degree. Hogeschool van Amsterdam (NL)
- Case Study 2: 'Enjoying arts'. Deusto University (ES)
- Case study 3: Maintaining a curriculum that is both relevant to industry and also appropriate to academic criteria, over a long period

REGIONAL COLLABORATION AND PARTNERSHIP IN ULLL

Learning Activity 1 - Why work in regional partnership or through regional collaboration?

- Case Study 1: The widespread development of recognition of formal, informal and non-formal learning (VAE) in the French speaking Belgian universities. CIUF Conseil Interuniversitaire de la Communauté Française de Belgique (BE)
- Case Study 2: Co-operation between a university and a private company in working and learning for a bachelor degree. Hogeschool van Amsterdam (NL)
- Case Study 3: Regional co-operation in post secondary technological education. University of Aveiro (PT)
- Case Study 4: Enjoying arts. Deusto University (ES)
- Case Study 5: Competence Direct. Lund University (SE)
- Case Study 6: Developing the Market in Occupational Health and Safety. University of Strathclyde (UK)
- Case Study 7: Linking London Learning. Linking London Lifelong Learning Network (UK)

Learning Activity 2 - What, who and how? Steps in developing and maintaining regional collaboration and partnership work

Learning Activity 3 - Strengths and weaknesses of regional collaborations and partnerships

- Case Study 3: Regional co – operation in post secondary technological education. University of Aveiro (PT)
- Case Study 5: Competence Direct. Lund University (SE)
- Case Study 8: The renewal of school curriculum in the result of teamwork. Tallinn University (EE)
- Case Study 9: Centre of competence for small craft building. The College of Kuressaare of the Tallinn University of Technology (EE)
- Case Study 10: The University of 'The Dignified'. University of Tartu (EE)
- Case Study 11: Getting recruited creatively. Estonian Academy of Arts (EE)
- Case Study 12: The integrated music activities and development of creativity. Estonian Academy of Music and Theatre (EE)
- Case Study 13: Development of the network of telework centres that will support and enable the risk groups to enter the labour market and do their jobs. Tallinn University (EE)
- Case Study 14: Providing assistance to wild animals/wildlife and first aid. Estonian University of Life Sciences (EE)

Learning Activity 4 - How should we evaluate regional collaborations and partnerships?

- Case Study 3: Regional co-operation in post secondary technological education. University of Aveiro (PT)
- Case Study 5: Competence Direct. Lund University (SE)