YORG: Training description and assessment

Training description:
Learning how to take collaborative notes, discuss on concepts during course and produce common results

Trainer institution or organisation:
Ynternet.org

Connection with VET:
Provide concrete and practical steps on working with groups while producing common results

Title:
Working in groups to discover cloud computing and virtualisation: an experimental Wikinomics effort in order to motivate a class of students to work in groups

Length: (Number of hours and temporal distribution)
The training was divided in 8 sessions of a duration of 2 hours each + one work

Institution: (Indicate in which institution is implemented)
Ynternet.org

Profile of participants:
34 participants, 19 - 24 years old.

Describe the training in relation with other (Describe if the training is designed as a complete course or subject or part of huge training)
The training was designed to provide pilot experience for a potentially large multiplical effect. It provides scenarios adaptable to all types of learning contents. The most important aspect is the creation of working groups based on seven different scenarios:

1. participative transcription
2. participative observation to increase the know-how of the topic/content study.
3. comparative analysis
4. prospective analysis
5. valorisation of the results

6. special mission and coaching
7. self and peer assessments

This training is designed as a part of a bigger one in the sense that it is not a training itself but it is a training to learn to learn collaboratively. It challenges and updates the traditional training methodologies in the sense that it provides concrete frameworks for teachers to become coaches and students to become peer learners.

Learning objectives or expected learning outcomes: (Explain in detail what is expected that participants know, know how or develop at the end of the course. Highlight those learning outcomes related with collaborative competences)
Globally, the main objectives are:

● to help students becoming peer learners and teachers becoming trainers
● the development of the ability of collaborative notes taking, analytic observation and self/peer assessments.

More specific objectives are:

● learners/Students will learn to transcribe a presentation from an expert, to format it (for example into a graphic) and finally to restitute the result to the other groups of learners/students, using the typical scheme: introduction/development/conclusion.
● learn to make a comparative and prospective analysis of the expert's presentation, in order to then provide their results in a collaborative environment such as social bookmarking.
● learn how to do the valorisation of the presentation. That is to say, transform it into a dynamical graphic presentation, a video etc.

At the end, participants will have learned to do a transcription, to design different types of graphics, to do definitions research, comparative and prospective analysis, valorisation and self and peer assessment.The main strength of this training is that every objective is collaboratively realised. Thus, students/learners will develop specific skills according to each scenario but also to work efficiently with others.

Teaching methodology:(Indicate: If training is based on theoretical exhibition, practical work or both, If work developed by students is done in group or individually, If teacher acts as an expert or as a content provider and participants are autonomous, If lessons are online, face-to-face or both)
Work developed by learners/students is always done in group. Nevertheless, before

starting, the most autonomous learners are identified by asking them if they already have some experience in the use of web and collaborative tools. These learners become the coaches of the different groups and are discharged of taking part in a specific group. Their role is to help people less comfortable with digital fluency (both technical use of software and conceptual understanding of digital information.

Instead of selecting which persons have to go in which groups, a spreadsheet or a pad is created where groups can be self organised depending on what participants want to do. The coaches encourage them to choose in the group they want to take part during the first and second sessions to make sure that participants can both change from one group to another after having evaluated their motivations and abilities. They also encourage them to change after a while, in order to develop different skills.

Then the general process for each session is the same: the expert shares a know how with or without the assistance of visual and textual presentation (slides, videos, simple board). The presentation is recorded by one student, both audio and/or video. Then, the video or/and the audio are immediately put online after the course and are sent to other students/learners by the group in charge.

The next step is the transcription. A group of students/learners transcribes with an automatic tool of transcription from audio/video to written text and then corrects it to make sure the written transcription is of good quality.

For the valorisation, a group searches definitions of key aspects pronounced by the expert during his presentation to make then a comparative analysis of the different definitions they will find on the web. The general aim is to provide a comparative analysis of the quality and reactivity of the communities hidden behind various online encyclopedias. The comparative analysis will help to provide a prospective analysis, that is to say to evaluate the impact of the work on the existing online encyclopedic communities/projects.

Each three of four session, participants are encouraged to move from one working group to another in order to test all the positions, roles and processes for global collaboration. Peer learners who are bringing the results of personal studies they made can also stand in for the experts, considering again that the learning in a global

collaborative online tool like this one empowers anyhow the quality of the learning because it is a collective intelligent process.

The goal is to make sure users are comfortable with the abundance of resources. There is a work of searching for high-valued sources. it is not only discriminating informations but also learning to moderate and ponderate it (give different value to different type of contents). For example: quizz, videos etc. are more valued than flat presentation or 30 minutes tutorial.

Activities and resources: (Describe what type of learning activities are proposed and which resources are used)
The different learning activities:

- online research, to identify trustful online resources: discriminate informations and select in a large amount of informations
- posting on a collaborative tool (for example: Google Drive)
- to edit a transcription with the help of transcription tool online
- to spread a video or a recording (to share it with other students and to post it on online video hosting such as youtube or dailymotion)
- to select the key elements of an article to be posted with a brief description of its content in order to motivate others to click on it
- to understand, adopt and apply assessment criterias
- self and peer assessments, assessment of the equity of contribution
- to understand the complex guidelines and rules of the functioning of a working group, and being able to coordinate it and communicate within the group
- to change from one role to another
- to design graphic presentation
- to identify free licences of images to insert them in a final product (pdf).
- to adopt the wiki culture aspect of embedding, existing collaborative contents instead of re-inviting the producing contents.

Moodle or other LMS usage: (Yes/No, which type of platform/s, which elements of virtual campus are used: wiki, forums, …)
Pad, Diigo, google forms, google docs, google sheet, online videos hosting (youtube dailymotion), a tutorial tool provided by a student.

Learning assessment: (Indicate type of assessment: summative or formative and which type of evaluation tools are involved: reflective journal, eportfolios, test, project design)

In the method, there is a framework to assess the results based on neutral, fair and universal quality criterias.

Students/learners must give themselves a grade (1 to 6) and put it on the spreadsheet concerned. Then, the teacher give his/her grade, based on the results provided. This kind of evaluation allows the students/learners to develop the ability of self-evaluation and self-reflexion on the work they provided and thus allows them to better understand their mistakes or, on the contrary, their strengths.

Competences assessed and indicators used: (Describe which competences are assessed and based on which indicators)

Certification: (Describe which kind of report is given to the students at the end of the course or during its development to acreditate what kind of knowledge or competences are achieved: badges or other certification system. Explain the certification process)

Satisfaction of participants: (Indicate if you implemented some questionnaire at the end of the course to determine students' satisfaction. Indicate the main results obtained)

Participants feedback and self-evaluation available at

https://docs.google.com/spreadsheets/d/1U7oVnmCaH5g0WN7XU5UTkWtRhTwiK1ka o-SrT-nLcsU/edit#gid=0

Course rate: (Indicate how well the professor rate the overall quality of course development and its value, students motivation and positive aspects)

Identify the main difficulties of the training development:

1. Diverse level of skills and understanding around eCulture: some participants were not used to create Coptic diigo, etc ..., edit web pages, install plug-ins to work group, freely to choose their role

2. High expectations for results from the course

3. Difficulty for some students to assimilate a wiki culture, collaborative dynamic context

Identify the main positive aspects of the training development:

Informal observatory on cloud computing launched at

https://lite.framapad.org/p/heg-631-2-2013 including documentation of cloud computing

and visualisation resources, through:

- definitions
- comparative analysis
- future trends

2. Targeted training sessions on collaborative note taking during lecture and group results organised in

- Concrete missions available at
  https://docs.google.com/document/d/1OmF1hAMuAkhbwofzysNX6h8Ife__4ncy
  OTSRRuvnYP4/edit
- Responsibilities at individual levels, available at:
  https://docs.google.com/spreadsheet/ccc?key=0Apfy6yGvVRcGdGFubk9YYUl
  UTU95OVlDMkszTVZ0REE#gid=3