HEG: Training description and assessment

Training description:
HEG and the road to Wikinomics

Trainer institution or organisation:
Haute Ecole de Gestion de Genève (HEG)

Connection with VET:
This HEG training advances the provision of Vocational Education and Training (VET) across Europe, in two ways:

1. HEG is, indirectly part of the Swiss vocational education and training system as a number of its students come from a vocational school, or have done apprenticeship at a host company aiming to develop complementary practical skills on IT and IT management. Swiss Universities of Applied Sciences (HES - HEG) offer vocational education at tertiary A level enabling people to shift from one part of the education system to another.
2. The lesson designed in the wikinomics project, then adapted for the HEG training, goes beyond VET needs to cover employability skills for a variety of societal target groups: trainers and trainees, job and second career seekers, low skilled or looking for specialization workers. Understanding collaboration phenomena in the Wikinomics area, as well as practicing online collaboration in social bookmarking applications consist of a robust experiment on the acquisition of such skills

Title:
“The road to Wikinomics” module was deployed with higher education students (HEG), but the course in itself was to designed within a cross sector and competences approach, allowing for implementation in several .

Length: (Number of hours and temporal distribution)
30 days in 15 weeks during one semester (2015)

Institution: (Indicate in which institution is implemented)
Haute Ecole de Gestion de Genève (HEG)

Profile of participants:
18 participants, age 22 - 28

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 an adaptation of the Training "Wiki" Gardeners: a generic Wikinomics scenario with pedagogical material

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)
The objectives of the lesson included:

- Understanding the fundamental elements constituting the digital environment of the private and public sectors in the wikinomics context
- Associate this approach with a general contribution to eCulture movement
- Propose practical outcome within online collaboration systems

More specific objectives were:

- Know and use social bookmarking platforms
- Analyze and propose improvements for existing bookmarking systems
- Know the principles and concepts related to the Wikinomie eCulture
- Analyze and document technologies (web, software, hardware) that form the Wikinomics paradigms
- Working in groups on selected issues and produce results

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)
The teaching methodology was based on discussion and collaborative systems analysis, including:

- presentation and discussion on theoretical issues
- proposing and implementing practical activities
- working in pairs for concrete deliverables and common presentations
- teacher acting as an agenda setter and content provider with participants acting autonomously on their activities
- lessons were mostly face-to-face with concrete online results

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

- Create a personal Diigo account and post urls on the HEG Digital group (lecture on Wikinomics) https://groups.diigo.com/group/heg-digital
- Search, analyze and compare existing systems of "social bookmarking" (ie. Diigo, Zotero).
- Study CoWaBoo as a part of the original research proposal, answer 5 questions, 5 minutes: CoWaBoo questionnaire, understand and propose personalised functions.
- Testing the prototype CoWaBoo, as well as the API version and understand the connected services (public API examples: weather, city)
- Post selected results of the course on Wikipedia : add Diigo article in the french Wikipedia.

Moodle or other LMS usage: (Yes/No, which type of platform/s, which elements of virtual campus are used: wiki, forums, …)
The Diigo social bookmarking platform for presentation of documentation, analysis and results of the course

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

- Creation of 2 blogposts on behalf of the students on social boomarking systems (Diigo and CoWaBoo) presented in their ePortofolios
- Presenting a profile of activities in the HEG Digital group, as well as, a set of personalised functions in class
- Completing the evaluation form of the course and the trainer

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

Competence	*Indicator*
Describing concepts	Use own text, reformulations
Documenting background information	Search, synthesis and presentation of sources
Developing methodology	Choose and follow on a structured path
Tools and systems analysis	Discern and present goals and objectives based on technical and societal citeria
Demonstrating existing functions	Discern and present functions in a user friendly way
Linking to the work of others	Use bookmarks and tags
Commenting the work of others	Comment, complete or like the post of others
Proposing improvements	Rethink functions with new end use cases, delete, replace existing functions
Presenting personalised versions of tools	Test existing APIs, present new ones
Keeping an online profile	Posts (number + regularity)
Selecting and adding tags	Description and quality related to the bookmark

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)
This course is a part of their bachelor degree.

Satisfaction of participants: (Indicate if you implemented some questionnaire at the end of the course to determine students' satisfaction. Indicate the main results obtained)
The evaluation was based on a questionnaire with structured results.

Course rate: (Indicate how well the professor rate the overall quality of course development and its value, students motivation and positive aspects)
There is a clear challenge of mixing practical systems and technology analysis with critical thinking that could lead to new applications. Overall, this horizontal approach remains isolated in academic or other training institutions, creating a particular context for the participants.

Identify the main difficulties of the training development:
The main difficulty consists of moving participants out of a passive role in the learning process and share with the engagement of co-learning, co-development.

Identify the main positive aspects of the training development:
The element of surprise worked well for many of the participants that came in touch with new concepts and methods of work.