UnderstandIT

EVALUATION REPORT

Version 1: Anne Fox, October 11, 2011

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PLAN FOR EVALUATION IN THE UNDERSTAND IT PROJECT

This document describes the way in which evaluation will be undertaken in the UnderstandIT project.

Terms of Reference

Aims of the evaluation plan (WP7)

The aim of the evaluation plan is to establish efficient procedures for monitoring the project process, to ensure quality control of the project results as well as an evaluation of the project process and project results.
The Evaluation will therefore be qualitative and ongoing from the beginning. The evaluation report will be worked out step by step and follow the whole process.

Role & tasks of partners involved: The aims and methods of the evaluation plan are described in general terms in the original application for funding. Partners will present a plan of how to evaluate the work done in the work packages for which they were responsible and how to report back on it. The plan will be discussed by the project partners and a final plan will be agreed upon.

Role and tasks of the WP leader: The WP leader will:
1. Assist the project coordinator in drafting a plan for the evaluation of the work done in each work package, the project results, and the project process. This plan will be presented to the other project partners at seminar 1, and a final version will be agreed on.
2. be responsible for collecting the relevant evaluation data from the project partners during the project process, and in case of non delivery from a partner, alert the project coordinator
3. assist in making the interim report
4. assist in making an evaluation report at the end of the project

Working methods and techniques	Work package leaders will form a quality management team who meet regularly online to implement the quality control plan. The plan will be discussed by the project partners and a final plan will be agreed upon. The project coordinator will collate results and potential consequences and make adjustments as necessary in consultation with the work package leaders.
Expected outcomes/results	Working with the WP leader, the other project partners will include the project process monitoring in the project work, adjust according to the project plans, and evaluate project deliveries. Expected results are: Project evaluation, interim report, final report
Quality management tools	The quality management team will apply tools, methods and concepts of the following standards and guidelines: 1. The "Survival Kit for European Project Management" (www.sokrates.at/survivalkit, 2001), which incorporates the experiences of a number of coordinators and evaluators of European projects. 2. The "Handbook Virtual Teamwork, making cooperation work in Leonardo da Vinci projects Information, theory and practical Tips", published by the National Agency Leonardo da Vinci -The Netherlands 2004. Questionnaires, interview frames, focus group interviews, desk research, field research, quality management tool in e-learning developed by German partner Inter.research.

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OVERALL METHODOLOGY

Three main sources of guidelines have been used In the preparation of this evaluation plan[1].

Evaluation of the main work of the UnderstandIT project is embedded within the experimental methodology of both the Concurrent Design approach and the Business Model Generator approach. This integrated approach to the design of a business model for up-skilling VET teachers in the area of ICT integration includes paying attention to the design of the training, the marketing of the training to relevant decision-makers, ensuring correct pricing and evaluation of the training by the course participants. This builds on, for example, the approach proposed in the PAS 1032-1 Process model[2] for evaluating e-learning which was also a way of evaluating e-learning products over the whole process from conception to implementation but which was never widely adopted as it was presented in a demanding administrative way which was viewed as a heavy additional burden. So in theory, evaluation is now embedded into the UnderstandIT project as feedback and correction mechanisms are built into the CceD and BMG methodologies. Nevertheless evaluation instruments still need to be chosen and targets identified.

The novel elements of the project which particularly need to be evaluated are:
- implementing CCeD online
- packaging the training product according to the application of the Business Model Generator approach

Work Package leaders have produced targets but these will be supplemented by on-going qualitative evaluation at the end of every face to face meeting and every online meeting. The types of evaluation undertaken will be discussed with each WP leader.

Eg In work package 3 the post-session questionnaire was described in the following way:

Introduction

The purpose of this document is to collect information regarding questions which we want to use in the survey after session one (WP03) in the UnderstandIT project.

Question categories

**Category 1 - Closed questions with the Likert scale**

We propose to use the Likert Scale with the following intervals for closed questions: (1) strongly agree, (2) agree, (3) neutral (neither agree nor disagree), (4) disagree and (5) strongly disagree.

Category 2 - Like category 1 pluss the N/A alternative

(1) strongly agree, (2) agree, (3) neutral (neither agree nor disagree), (4) disagree, (5) strongly disagree and (6) (N/A). The sixth alternative (NA) would typically be used for the Business Plan Team members, when we ask questions concerning the Vitea Course Team.

Category 3 - Open questions with free text

We propose to use some open questions with free text. Participants can write freely when answering questions in this category.
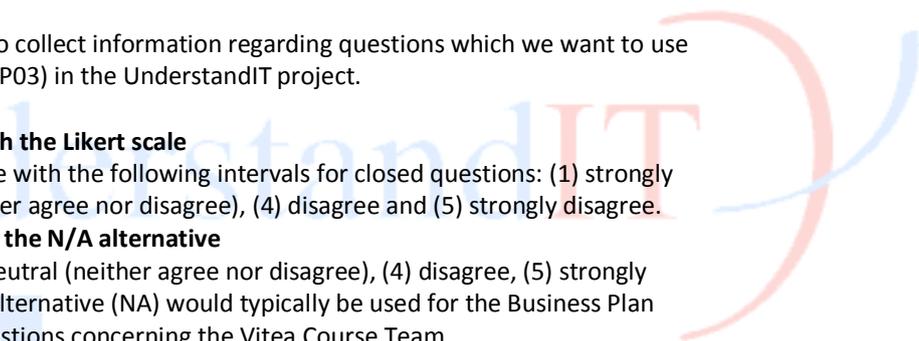
What will be evaluated

There are four main areas to be evaluated:
- Project management
- Transfer of the CCeD model to online implementation
- Development of a generally applicable business model for VET training

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[1]   The "Survival Kit for European Project Management" (www.sokrates.at/survivalkit, 2001), which incorporates the experiences of a number of coordinators and evaluators of European projects.
The "Handbook Virtual Teamwork, making cooperation work in Leonardo da Vinci projects Information, theory and practical Tips", published by the National Agency Leonardo da Vinci -The Netherlands 2004.
'A project manager's guide to evaluation' by J Hughes and L Nieuwenhuis 2005

[2]   PAS 1032-1 Process for ensuring quality in e-learning

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- Transferability of the VITAE approach as a coaching model

It should be noted that the transfer of the CCeD process online and development of a business model for VET training such as VITAE are research exercises and therefore focus will be on the process more than the results initially.

Questions to be answered through the evaluation

The overall aim of the project is to find an effective way of disseminating VET training, such as the VITAE approach, by devising a viable business model using the CCeD methodology transferred to the online medium.

Project management: Questions to be answered will be the universally applicable ones about competent organization, efficient communication internally between project partners and externally to relevant target groups, sound financial management and the promotion of a good working relationship between the partners.

CCeD Online: The main question to be answered in this area is whether it is practical to transfer the CCeD process to an online environment. Evaluation will look at whether the procedure implemented by the project is feasible and if not, then how, in concrete terms, it could be improved.

VET training business model: The question to be evaluated is whether the business model generator approach can be used to develop a viable business model in the VET training sector. We will also be looking at whether the model generated as a result of using the business model generator approach helps to disseminate adoption of a VET training product, in this case the VITAE approach.

The VITAE coaching approach: How effective has the project been in communicating the VITAE approach to those project partners who were not part of the original project team and to relevant stakeholders and potential course participants. How has the VITAE approach benefited from a change of emphasis from mentoring to coaching?

Time-frame for the evaluation

Evaluation will be ongoing throughout the life of the project starting with the kick-off meeting. In that way, significant deviations from the planned timetable and objectives can be identified and dealt with swiftly.

The gray cells in the GANTT chart below show the expected activity in each work package according to the original application.

GANTT chart

UnderstandIT

Project quarterly periods	Q4 - 2010	Q1 - 2011	Q2 - 2011	Q3 - 2011	Q4 - 2011	Q1 - 2012	Q2 - 2012	Q3 - 2012
Work Package								
1 Project analyses	▓							
2 CCeD model adaptation	▓							
3 CCeD work sessions		▓	▓					
4 Language & cultural adaptations				▓	▓			
5 VITAE courses						▓	▓	
6 CoP								
7 Evaluation		▓			▓	▓	▓	▓
8 Business model					▓	▓	▓	▓
9 Dissemination					▓	▓	▓	▓
10 Project management	■	■	■	■	■	■	■	■
Project meetings	■							

It will be relevant to evaluate progress just before the interim report is due in September 2011 and then again just prior to the final report. For the mid-term evaluation it will be relevant to pay specific attention to the whole CCeD process, both it's adaptation and the online work sessions. The first two face to face meetings can also be evaluated as well as project management in general. In the second major evaluation the focus will be on the VITAE course pilots, CoP, the business model generator and dissemination.

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Conclusion

Plans are in place to evaluate this project in a timely manner. Experience so far in this early stage of the project shows a willingness by the project partners to participate in the evaluation activities and if this continues then this will ensure that all relevant stakeholders can be kept informed about the progress of the project and can expect that remedial action could be taken in time if it proves to be necessary.

In preparing this evaluation plan all Work Package leaders have been through a process of prior planning of the evaluation process and continued dialogue between WP leaders and myself as leader of the evaluation WP should ensure that we maintain a coherent approach to evaluation within the project as a whole.

The overall success of the project will be evaluated according to whether the updated pilot courses as presented by the newly developed business model:

> Are seen as clearly beneficial by VET management
> Have increased participants' confidence in integrating ICT in their everyday teaching
> Enable participants to help colleagues achieve the same confidence

APPENDIX 1: INDIVIDUAL WORK PACKAGES

Work package 1: Project analyses

Aims: Learn from and about the results from all the involved projects. The projects to be analysed are the Leonardo projects VITAE, iQTool and eTutors Portal.
Expected outcomes: A Fact sheets about the

- VITAE project with references to online and other resources
- iQTool project with references to online and other resources
- eTutor Portal project with references to online and other resources

Quality management tools: Feedback from the Understand IT project partners
Quality indicators: Fact sheets produced by agreed deadlines which are accurate and understandable.
The fact sheet allows partners not part of the original project team to understand the project results and their use/consequences in/for the UnderstandIT project

Work package 2: CCeD model adaptation

Aims: Learn how to use the CCeD model and adapt the model to the aims and objectives of the understand IT project.
Working methods: The CCeD model
Expected outcomes: A CCeD process description adapted to the understand IT project, included a Mindmap framework to be used to transfer the Vitae results to new usergroups
Quality management tools: The CCeD process includes evaluation as an embedded part of the process. Note also that this is a research exercise where the process will be more in focus than the results.

Work package 3: CCeD work sessions

Aims:
To further develop the the Vitae methodology and the Vitae courses.
To use the iQTool QAS tool to secure the content and activities planned for in Vitae.
To make preparation for creating a sustainable business model (WP8) to spread the results (Transfer of innovation) from the Vitae project to new institutions and new countries in Europe.
Working methods: CCeD model
Expected Outcomes:
A design document for Vitae, using iQTool for QAS and eTutor Portal as a repository.
A Business Plan for running Vitae courses in four institutions, in four European countries, with different EDU market situations
A set of evaluation reports
Quality management tools:
A set of evaluation reports. Note also that this is a research exercise where the process will be more in focus than the results.

Work package 4: Language and cultural adaptations

Aims: find ways of making the Vitae approach and training material available in different languages.
Working methods: The Vitae approach is based on Experience based learning.
There is only a small amount of learning material available for the course. Actually it is the VET teachers, trainers and tutors following the course who, by their collaboration in the course, define learning outcomes, develop learning activities, select relevant learning resources and technology for their own courses. (A social constructivist and learning by doing approach).
This means that there is only a small amount of learning material and resources to be translated.
However the Vitae approach in itself must be available in all the four languages.
Another activity is to experiment with automated translation. A candidate for this work is the Google Translate application. We will try out how this tool can be used as a part of cross national tutoring and mentoring.

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The research foundation TISIP will translate material into Norwegian.

Expected Outcomes: A package for Vitae courses in four different languages.

- take into account language and cultural aspects (to be further developed during the project / CCeD sessions)
- base quality criteria on outcome of CCeD sessions/ integrate the preparation of the decision on quality criteria into the sessions (including the question what exactly shall be translated)
- make sure that language becomes not a barrier for mutual learning among the project partners (access to material, learning scenarios of pilot courses)
- take into account language/communication requirements of the (nature of the) CoP

Quality management tools: Questions related to this will be included in the evaluation process of the course pilots.

Work package 5: VET teacher training courses using Vitae

Aims: To increase the use of modern web 2.0 based ICT tools by VET teachers, trainers and tutors.

Run training courses in Portugal, Norway, Italy and Lithuania

Working methods: For this activity it is not only to run a course, using a member from the understand IT group as teacher, but rather try out how to organise a complete implementation of the course by the institutions involved.

In each institution there will be:

A) A formal approval of the course by the management

B) The announcement of the course

C) Involvement of the student administration for billing, student registration etc

D) Involvement of technicians for setting up equipment and software services

E) Involvement of teacher, trainers and tutors

F) Preparation before the course is run

G) Running the course

H) Creating a European dimension of the course by letting the "students" collaborate with each other across the four countries, using automated translation.

I) Evaluating how it all worked, as seen from each involved actor

Expected outcomes:

Vitae courses

A set of evaluation reports

Quality management tools:

End of course questionnaire for participants, trainers and management.

An analysis of results of questionnaires

Internal evaluation report

Conclusions from the pilots in Lithuania, Norway, Italy and Portugal

Work package 6: Establish a Community of Practice for VET teacher training

Aims: to establish a Web 2.0 workspace where VET teachers, tutors and trainers can exchange ideas. This forum could either be created as part of the project or it could be implemented as an activity within an ongoing CoP.

Working methods: Build on existing good practices

Expected outcomes: A CoP for sharing and reuse of resources, expertise

Quality indicators: # of participants, balanced with their activity; in this we would rely primarily on the outcomes from the vitae courses (since students in those courses should be into the cop, and the topics

for discussion - at least in a bootstrap period) would come from the course activity;

Quality management tools:

usual techniques of analysis could be applied, by using some of the

following data

* Number of page views
* Number of unique visitors
* Number of new and return visitors
* Number of pages viewed per visit
* Number of times a visitor visits the site
* Number of page views by content area

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a questionnaire could be administered, to gather general data, such as
  * Demographics
  * How users discovered the website
  * How often they access the website
  * Usefulness of the information
  * Other sources of information used
  * How they rate the ease of use (participate)
  * How they rate the ability to establish connections
  * How they rate the structure (hierarchy) of the community
  * Self-reported knowledge changes (one or two-questions)
  * Self-reported behavior changes (one or two-questions)
augmented with questions about some more specific (to the actual cop) topics, should a reasonable need for that arise

Also the structure of the cop could be used to gather data; for example, if we manage to have ratings (agreement/usefulness) from the users over the other user's contributions, we could infer data about participation and "satisfaction" (however, such specific features are to be discussed and decided in the design phase)

Work package 7: Evaluation

Aims: establish efficient procedures for monitoring the project process, to ensure quality control of the project results as well as an evaluation of the project process and project results.
The Evaluation should therefore be qualitative and ongoing from the beginning. The evaluation report should be worked out step by step and follow the whole process.
Working methods: see top of document
Expected outcomes: A set of evaluation reports
Quality indicators:
Significant deviations are identified in a timely fashion and communicated to the project manager.
The project group has a clear idea about whether they are meeting the project objectives.
There is sufficient material for relevant external stakeholders, such as the funding agency, to know that what the project network has done has been evaluated and responded to by the project team.
Quality management tools: A structured series of questionnaires and moderated discussions will used as part of each meeting whether face to face or online. This document also details in Appendix 1 the strategies to be used to evaluate the outcomes in the individual work packages.

Work package 8: A generic business model

Aims: to develop a generic business model, i.e.. a Pattern that can be used by other organizations who will implement the Vitae approach and by similar projects.
Working methods: We will use the handbook written by Alexander Osterwalder & Yves Pigneur, Business Model Generation, 2009, ISBN: 978-2-8399-050-0, as an important tool in the development process.
WP 8 will be run in 4 main activities as follows:
   A) Develop a Business model for the implementation of the Vitae courses in the four countries (WP3)
   B) Evaluate how well the model will work in each case (WP5 & WP7)
   C) Analyse some successful cases for ICT teacher training courses
   D) Work out the generic business model, i.e. a pattern that can be used for such models.
      We will organise the work around the Business Model Canvas, that includes 9 modules:
      a) Value Proposition; b) Key Activities; c) Key Partners; d) Key Resources; and e) Cost structures -
      and f) Customer Relationships; g) Customer Segments h) Channels; and i) Revenue Streams

Expected outcomes: A generic business model (Pattern)
Quality management tools:

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- **For activity (A) of WP8: evaluation reports** to evaluate the prototype of the business model and to give improvements guidance for the development of the final version of the business model;
- **For activities (B, C and D) of WP8:**

2 set of evaluation reports as follows:

o **For Activity (B) - The first set of evaluation reports to** evaluate the application of the prototype developed business model on the 4 EU countries, by the running of **WP5**, with the pilot **VET** training courses using the **VITAE** course in **Portugal**, **Norway**, **Italy** and **Lithuania**;

o **For Activities (C and D) - The second set of evaluation reports to** evaluate the application of the final version of developed business model, after the final adjustments made on the business model, taking as input the first set of evaluation reports of **WP8** and also the evaluation reports produced by **WP5** (on its nine activity (I)).

Work package 9: Dissemination and exploitation

Aims:
To make public the results of the work done in the understand IT project both to managers, teachers, and researchers
To organize for a wide spread use of the Vitae approach by Learning centers, VET institutions and universities
Working methods: There are three elements necessary to obtain the first aim:
1) The Generic business model from WP 8
2) The Publication of the model, both in eLearning forums, but also at www.businessmodelgeneration.com
3) Development of a support service to support those institutions who will use the GBMPublications, conference talks, offering support to institutions adopting the GBM
Activities to obtain the first aim are:
- Publication of results through the NADE membership network
- Publication of results through the eTutor Portal
- Publication through the CoP developed in the Project
- Publication through the Web site for the project and the web sites for each Partner
- Publication through Papers and presentations at international conferences
Expected Outcomes: A set of Papers, conference presentations etc
- Paper/presentation in at least 2 important European conferences (i.e. EDEN, OEB, EADL)
- Presentation in a national conference in all/most partner countries
- Article in a European journal
- Article in a national journal in all/most partner countries
Quality management tools: Collection of statistics regarding the factors mentioned above

Work package 10: Project management

Aims:
a) Be contractual partner versus SIU in Norway
b) Be contractual partner between HiST, AITeL and all the other partners
c) Make project results available through a project web site
d) Organise Partner meetings
d) Follow up progress and activities between the meetings
f) Implement a QAS for the project and evaluate the activities and results are according to defined QA standards
g) Follow up that expenditure is in accordance with the approved budget
h) Report to SIU on progress, products and other result
Working methods: Administration, accounting, communication, conflict resolution
Expected outcomes:
Interim and final reports
Project website
Quality management tools: These will be various and include
Finance: Automated accountancy systems
Website: Statistics on visitors and their behavior
Project meetings: facilitated face to face discussion and structured questionnaires

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APPENDIX 2: EVALUATION OF THE TRONDHEIM KICK-OFF MEETING 13-14 DECEMBER 2010

More or less everyone filled in the questionnaire which is a very good result for something which was mainly done after the end of the meeting when we had all gone home.

Some of the questions are a result of my experience with other projects. So for example it seems that language is not an issue in UnderstandIT and I won't include that question in future evaluations. Similarly I have had to deal with a transition from project partners having high expectations on the free time and cultural events side to a more business-like approach. This explains the question about the balance between free time and meeting time. Again this does not seem to be an issue in this project so I would leave it out of future questionnaires.

The scores are generally very high so I think that we can be happy that this was a very successful meeting. The agenda and inclusiveness were especially high. One very important result was that everybody said that they were clear both about the project and their role in the project. This is excellent as I have experienced kick-off meetings where people leave more confused than when they arrived!

Issues for attention are few

Scores are a little lower regarding information provided before the start of the meeting. This may be simply a common reaction to joining an unknown group but it may be an indicator that a bit more information is needed. It is also possible that people were not familiar with where they could find information and this will of course improve quickly now that we have started.

People also wanted:
- more training in the CCD room
- more experience with Adobe Connect
- more information about the VITAE courses
- more interaction with the Norwegian partners
- a forum (rather than email) and a web page

Some of these issues are being addressed eg the web page. Some cannot be addressed eg not all the Norwegian group will be attending future meetings but maybe we will get to know them better in the online meetings.

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APPENDIX 3: WP RESULTS AT THE HALF WAY STAGE

WP 1 Fact sheets

Complete

Work package 2: CCeD model adaptation

Aims: Learn how to use the CCeD model and adapt the model to the aims and objectives of the understand IT project.

Working methods: The CCeD model

Expected outcomes: A CCeD process description adapted to the understand IT project, included a Mindmap framework to be used to transfer the Vitae results to new usergroups

Quality management tools: The CCeD process includes evaluation as an embedded part of the process. Note also that this is a research exercise where the process will be more in focus than the results.

The expected outcomes from WP2is a description of the Distributed Concurrent Design (DCD) process. This description is created as a mind (with Mindjet MindManager 8) and the content is exported to MS Word and PDF format. The current PDF version is 21 pages (including some pictures and references).

This process description can be viewed as a synthesis of experience with DCD in the UnderstandIT project. The following experiences are considered relevant in this context:

- First the process was defined on an overall level by people with experience in CCeD.

- Then the process was presented for all participants in the UnderstandIT project during a co-located workshop in Trondheim, Norway in December 2010.

- In January 2011 the first technical session was conducted to check technical matters such as video transmission quality, access to common documents, etc.

- In the spring of 2011, three distributed cooperation sessions was conducted, all of which were evaluated afterwards.

- In the same period (spring 2011), several meetings among those involved in describing the DCD process was held, and in addition a partner meeting where all project partners where represented was held in Lisbon, Portugal.

This process description contains basic requirements for Distributed Concurrent Design. We consider DCD as a methodological approach that builds on computer supported cooperative work and concurrent design. Successful DCD has an overall need for communication, coordination, collaboration and workspace awareness to support the needed interactions between involved people, the processes and the tools. When we present the requirements for DCD in this process description we have: (1) the introduction which says something about the background of this work, (2) a section with benefits of distributed concurrent design which is largely based on theoretical considerations, (3) a section about the people involved, (4) a section about the process for DCD-projects, (5) a section about appropriate tools, (6) a section that deals with the project deliveries, and (7) a section containing the referred sources.

We consider the surveys and the summaries of these as the most important part of the Quality Management Tools.

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Work package 3: CCeD work sessions

Aims:

To further develop the the Vitae methodology and the Vitae courses.

To use the iQTool QAS tool to secure the content and activities planned for in Vitae.

To make preparation for creating a sustainable business model (WP8) to spread the results (Transfer of innovation) from the Vitae project to new institutions and new countries in Europe.

Working methods: CCeD model

Expected Outcomes:

A design document for Vitae, using iQTool for QAS and eTutor Portal as a repository.

A Business Plan for running Vitae courses in four institutions, in four European countries, with different EDU market situations

A set of evaluation reports

Quality management tools:
A set of evaluation reports. Note also that this is a research exercise where the process will be more in focus than the results.

Status report WP 3 CCeD work sessions– Understand IT

7. October 2011

WP-leader: Tor Atle Hjeltnes

In WP 3 we have worked according to the description in the project proposal. We have further developed the Vitae methology and the Vitae courses. We have looked at the principals from the IQTool project to secure the content and the activities in Vitae and we have been working on the business models for each country as part of the preparation of creating a sustainable business model for Vitae in WP 8.

In the proposal we planned for 4 concurrent e-learning design sessions. Up until now in the project we have had 4 distributed CCeD sessions focusing on the development and adjustment of the Vitae courses in Italy, Portugal, Lithuania and Norway and we have been working on the business models to be implemented in each country for running the courses and making them sustainable. The results so far and the feedback from the evaluation after each session show that the work and the sessions have been carried out well.

In the partner meeting in Portugal we decided that we wanted to have an extra fifth session to complete the work in WP 3. The final session will take place in the upcoming partner meeting in Copenhagen Denmark. The main activity in the final session will be a presentation of the outcomes from WP 3.

The expected outcomes from WP 3 are:

- A design document for Vitae, using iQTool for QAS and eTutor Portal as a repository.

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- A Business Plan for running Vitae courses in four institutions, in four European countries, with different EDU market situations
- A set of evaluation reports

Some comments on the expected outcomes:

The design document for Vitae is nearly finished and it will be finalized by the end of October 2011 according to the project proposal. We have used the principals from the IQTool project. In the proposal we said that we would use the eTutor Portal as a repository. This has not been done because this was depending on further financing for the eTutor Portal that did not come. On the positive side this will not as far we can see it negatively influence the Vitae design document.

We will finish and present the Business Plan for running the Vitae courses in the four different countries.

We have made a set of evaluation reports according to the project proposal. We have used a lot of effort on the quality and the evaluation of the sessions to help us optimize the new distributed version of concurrent elearning design (Distributed CCeD).

To conclude the work in WP 3 we can say that WP3 seems to be a success. Everything is looking good and if we are able to finalize this WP the way we have done so far we will produce the expected outcomes on time.

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WP 04 according to the contract

Duration: 8/2011 - 12/2011
Aim: To find ways of making the Vitae approach and training material available in different languages.

Description: The Vitae approach is using Experience based learning. There is only a small amount of learning material available for the course. Actually it is the VET teachers, trainers and tutors following the course who by their collaboration in the course, defines learning outcomes, develop learning activities, select relevant learning resources and technology for their own courses. (A social constructivistic and learning by doing approach).
This means that there is only a small amount of learning material and resources to be translated. However the Vitae approach in itself must be available in all the four languages. Another activity is to experiment with automated translation. A candidate for this work is the Google translate application. We will try out how this tool can be used as a part of cross national tutoring and mentoring.

2. Decisions so far (Lisbon minutes) concerning language adaptation
Fact sheets are available in English under Google Docs
Agreed learning outcomes adapted from the Vitae course to be translated into the four languages
We should be aware of English at least for some tools we are going to use in the pilot run for the course, e. g. resources like "Mentoring Ms Montford".

3. Decisions so far (Lisbon minutes) concerning cultural adaptation
As decided during the Lisbon meeting the following steps will be done in WP 04:
1. Analysis of specific learning cultures in local environments
2. Documentation of design decisions based on local requirements
a. Identify examples of good practice of cultural adoptions
b. Documentation of good practice that others can learn from
3. Accomplish cultural adaption (good practise) guideline

4. Status
4.1 Analysis of specific learning cultures in local environments
In order to bring out different learning cultures and raise the awareness of the differences FH Koblenz has developed an online-questionnaire by using Google docs. This nine page questionnaire is based on six key questions concerning:
- the organisational model of an educational organisation
- the didactic approach to be followed
- the learning tools to be used
- the structure and origin of the content of a learning course
- the role of peers, of their social environments in the learning process
- their own role in the learning process

The survey will be split in three parts which targets on three different perspectives / target groups (teacher-trainer, teacher- student and student). The versions from the perspective "teacher trainer" has been finalized and send to all UnderstandIT project members (28 September 2011).
FH Koblenz plan to present a draft analysis of the answers during the face-to- face meeting in Copenhagen.
Part two and three of the questionnaire will be prepared and send out after the Copenhagen project meeting.
4.2 Documentation of design decisions based on local requirements
This will be done by identifying examples of good practice of cultural adoptions and their documentation that others can learn from.
In parallel to the online-questionnaire (based on interim analysis of the result) potential interview partners within our consortium will be identified and qualitative interviews will be carried out in order to identify good practice.
4.3 Cultral Adaption Guideline
As the result of WP 04 FH Koblenz will prepare a cultural adaption guideline which raises the awareness of the importance of cultural adoptions and shows good practise examples (at least) from the participating partners, where pilot courses will take place.

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Report on WP5

The main aim for the WP:
To increase the use of modern web 2.0 based ICT tools by VET teachers, trainers and tutors.
Run training courses in Portugal, Norway, Italy and Lituania
Outcomes:
All 4 countries (Portugal, Lithuania, Norway and Italy) have generated the Vitae course design documents during the four CceD sessions.
What we have agreed upon so far for the Vitae course:

- Similar course in each country
- Same learning outcomes
- Same pedagogical approach
- Same timetable (but it has to be flexible)
- We accept both online courses and blended learning
- Number of ECTS (various in different countries)
- Roles: teacher-trainer, teacher-student and student
- Number of students: 6 – 10. Maximum 16 per coach
- A pre-test in the form of a survey to understand the teacher-students skills today

Information from Vitae course design documents published so far:

	Norway	Lithuania	Portugal	Italy
Course topics	Twelve lessons based on the four lessons in the original Vitae Course	Original as in Vitae course with some adaptation	Thirteen Units (lessons), distributed by 3 Modules (based on the four original Modules of the original Vitae Course)	Original as in Vitae course
Number of ECTS, course duration	6 ECTS	1 ECTS, 4 weeks, 30 student hours	2/3 ECTS	150 hours of student work (equivalent to 6 ECTS)
Blended or online	100% online	blended course	Blended course	100% online
When course will take place		2012 (~ March-April)	April-June/2012	March to the first week of June included) with 12 online lectures and exams
Number of participants	Max 16 students for each instance of the course	6 – 10 students	Max 16 students for each instance of the course	6 - 10 students

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	Pilot: 6 - 10 students		Pilot: 6 to 10 students	
Learning outcomes	No change in learning outcomes	Original as in Vitae course	Original as in Vitae course	The same of the standard VITAE course

What we should do:

Till the meeting: All four countries present completed Vitae course design documents.

Till the course running:
- Make a Vitae course package
- Translate Anne's course in Moodle, localization and cultural adaptations
- Translate the learning outcomes
- Make clusters for similar resources for each country
- Prepare a formal approval of the course for each institution
- Prepare the announcement of the course
- Recruit students for our Vitae course

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Work package 7: Evaluation

Aims: establish efficient procedures for monitoring the project process, to ensure quality control of the project results as well as an evaluation of the project process and project results.

The Evaluation should therefore be qualitative and ongoing from the beginning. The evaluation report should be worked out step by step and follow the whole process.

Working methods: see top of document

Expected outcomes: A set of evaluation reports (see Appendix 7)

Quality indicators:

Significant deviations are identified in a timely fashion and communicated to the project manager.

The project group has a clear idea about whether they are meeting the project objectives.

There is sufficient material for relevant external stakeholders, such as the funding agency, to know that what the project network has done has been evaluated and responded to by the project team.

Quality management tools: A structured series of questionnaires and moderated discussions will used as part of each meeting whether face to face or online. This document also details in Appendix 1 the strategies to be used to evaluate the outcomes in the individual work packages.

Activities to date

Evaluations: There have been both quantitative and qualitative evaluations after every face to face and online meeting. Results of the quantitative evaluations are collated in Google Docs and listed in Appendix 7.

Recommendations, where relevant, have been considered by the appropriate project partners and acted upon wherever possible.

Progress: The project as a whole is on track regarding both products and timetable and the quality of the products is so far up to or above partner expectations. Where activities deviate from the original plan eg running the VITAE pilot, the results of these have also been evaluated.

Planned activities in the final year: The next major stages involve offering the newly adjusted VITAE courses in 4 partner countries and devising the business plan. Evaluation of the VITAE courses will be planned and coordinated by the partners of WP5 in collaboration with WP7 & WP6. Similarly for the business plan. In the second year of the project we should be seeing the bulk of our dissemination activities, including website hits.

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Work package 9: Dissemination and exploitation

Aims:

To make public the results of the work done in the understand IT project both to managers, teachers, and researchers

To organize for a wide spread use of the Vitae approach by Learning centers, VET institutions and universities

Working methods: There are three elements necessary to obtain the first aim:

1) The Generic business model from WP 8

2) The Publication of the model, both in eLearning forums, but also at

www.businessmodelgeneration.com

3) Development of a support service to support those institutions who will use the

GBMPublications, conference talks, offering support to institutions adopting the GBM

Activities to obtain the first aim are:

- Publication of results through the NADE membership network – and further in Norway

1. Article including interview with Thorleid Hjeltnes in the online teaching magazine SYNKRON 1/2011, p 13, *"Bærekraftig kursdesign på kryss og tvers i Europa"*

2. The magazine article is also published online http://issuu.com/kober123/docs/synkron1_2011_nett3/1?mode=embed&viewMode=magazine

- Publication of results through the eTutor Portal

- Publication through the CoP developed in the Project

- Publication through the Web site for the project and the web sites for each Partner

- Project web: http://aitel.hist.no/understandit/

- NADE's web (Synkron, page 13): http://issuu.com/kober123/docs/synkron1_2011_nett3/1?mode=embed&viewMode=magazine

- Publication through papers and presentations at international conferences:

1. Anne Fox's presentation in IATEFL
      2. Planning for EDEN conference, June 2012

3. OEB 2011 – to be discussed

Expected Outcomes: A set of Papers, conference presentations etc

 a.. Paper/presentation in at least 2 important European conferences (i.e. EDEN, OEB, EADL)

1. IATEFL – March 2012 Anne Fox. At proposal stage, will be published in IATEFL Conference Selections late 2012

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b.. Presentation in a national conference in all/most partner countries

1. Oslo, Norway: Education branching out, 14 - 15 November 2011, presentation by Thorleif Hjeltnes (100-150 participants)

c.. Article in a European journal

d.. Article in a national journal in all/most partner countries

Norway: Synkron 2011/1

e. Blog posts, twitters etc

Group discussion, norDist, September 2011: http://nordist.ning.com/group/veiledepaanettet

Blog post in Nordic network, norDist, September 2011: http://nordist.ning.com/

8 blog posts in English on http://annefox.eu (search for UnderstandIT http://annefox.eu/?s=understandit)

Web page article: Fra rumfartsdesign til kundepleje træning – kan det lade sig gøre? http://annefox.eu/dansk/understandit/

Course: Introduction to distributed CCeD on WiZiQ at http://www.wiziq.com/courses/Action/showcourselink.aspx?clink=http://www.wiziq.com/course/1047-cced-concurrent-e-learning-design&keepThis=true&TB_iframe=true&height=60&width=450

Quality management tools: Collection of statistics regarding the factors mentioned above.

Work package 10: Project management

Aims:

a)   Be contractual partner versus SIU in Norway
This is an ongoing activity. SIU have appointed Anne Hunderi and Alisa Hodzic as our contact persons.

Alisa visited HiST on the 9th of June to discuss with us how we had implemented the project management in general and the routines and forms for collecting accounting data for work, salaries, travels etc. The result was approved and we did not get any requirements for changes.

On the 28th of September SIU organized a one day seminar for start up of new projects and charing of experiences among ongoing projects. Magnhild Tangvik from HiST took part in the seminar.

On the 21st of October Anne Hunderi will have a follow up meeting at HiST, and discuss progress and other issues related to the forthcoming Interim report.

Several of the UnderstandIT partners want to use sub contractor to take care of some of their tasks. Unfortunately this was not included in the original Application. HiST have made an Amendment to cover these and some other minor changes. The application for Amendment was sent to SIU on the 13th of September. Hopefully it will be settled in due time before the Interim report.

b)   Be contractual partner between HiST, AITeL and all the other partners
All contracts have been made and the first instalments have been paid.

HiST have collected accounting data from all the partners on regular basis. HiST have also discussed some changes with the P1 and P6 regarding the need for sub contracts as mentioned in point a).

c)   Make project results available through a project web site
The project web site for UnderstandIT can be found at: http://aitel.hist.no/understandit/.

So far the results from WP-1, three fact sheets are available on the Web-site. The outcome from WP-2, is ready, but not yet published. The publication has been somewhat postponed due to publication restrictions. The result is also partly included in a scientific journal / conference, and must respect the some restrictions that follow from that. However the document is heavily used as working tool as basis for all the activities in WP-3.

d)   Organize Partner meetings
So far there have been two Partner meetings:

PM-1: Trondheim, kick-off, 13.-14.12.2010

PM-2: Lisbon, 30.-31.5.2011

Both the meetings have been carefully evaluated and rated as very successful. The meeting have been both useful and necessary for the Partners to discuss and work on the products and to understand different challenges related to the implementation of the Vitae courses in the four countries, Norway, Lithuania, Italy and Portugal.

The third Partner meeting is going to take place in Copenhagen on the 13.-14.th of October.

The plan is now to finalize the work in WP-3, and plan for WP-5 (run Vitae Courses) and WP-6 (start using the CoP).This meeting will also prepare for the Interim report.

e)   Follow up progress and activities between the meetings

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To follow up activities between the F-2-F Partner meetings the following tools are used:

- The e-mail list: understandIT@hist.no, for asynchronous communication
- Adobe connect, for synchronous communication
- A Google docs archive where all project documents and results are placed. The google docs are also used for administrative purposes, i.e. contracts, project handbook etc.

The Google docs are updated simultaneously on a daily basis from all the partners.

The Adobe connect has both been used for the development work in WP-3, but also for communicating about administrative and other issues. We plan to use it throughout the whole project.

f)   Implement a QAS for the project and evaluate the activities and results are according to defined QA standards

We have developed a QMPlan for Understand IT. This tool organizes evaluations related to every activities and outcomes in the project. The evaluation is carried out using Google docs questionnaires.

g)   Follow up that expenditure is in accordance with the approved budget

All partners deliver salary forms travel bills etc every third month. HiST checks that the spending are legal, related to the project activities and reasonable compared with the work done so far, all in accordance with the Leonardo project handbook.

h)   Report to SIU on progress, products and other result

So far we have had one meeting with SIU. We have also discussed some questions by e-mail, related to economy and how to understand some of the rules. The results so far are reported on our web site. A more thorough report will be prepared for the Interim report.

Working methods: Administration, accounting, communication, conflict resolution

Expected outcomes:

Interim and final reports

Project website

See: http://aitel.hist.no/understandit/

Quality management tools: These will be various and include

Finance: Automated accountancy systems

Website: Statistics on visitors and their behavior

Project meetings: facilitated face to face discussion and structured questionnaires

For Quality management we have developed a QMPlan as a guideline for all our quality assurance activities.

d) Follow up progress and activities between the meetings

f) Implement a QAS for the project and evaluate the activities and results are according to defined QA standards

g) Follow up that expenditure is in accordance with the approved budget

Version 1: Anne Fox, October 11, 2011

h) Report to SIU on progress, products and other result

Working methods: Administration, accounting, communication, conflict resolution

Expected outcomes:

Interim and final reports

Project website

Quality management tools: These will be various and include

Finance: Automated accountancy systems

Website: Statistics on visitors and their behavior

Project meetings: facilitated face to face discussion and structured questionnaires

Project web site:

1)   For internal and working documents, Google docs and other Google tools will be used

2)   For external visibility a normal project web will be produced. A first version of this web site is to be released at the 15 th of January.

Partner meetings:

PM1 (kickoff) in Trondheim 13.-14.12.2010

·   All partners were present

·   Run according to the agenda

·   The results and actions to be taken, described in the Minutes (to be released next week

·   Next meeting (PM2): 30.-31.5.2011 in Lisbon

·   Third meeting: (PM3): 13.-14.10.2011 in Copenhagen

Net meetings:

·   7.01.11 – Test for communication to run Distributed Concurrent Design Sessions

·   21.01.11 – The first session in WP3

Accounting:

·   Rules of accounting from Leonardo / SIU were presented at PM1

·   Forms used for reporting were presented and published at Google docs

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·   The first accounting period: 26.9 – 31.12, to be sent to the coordinator will be the 15th of January 2011.

APPENDIX 4: EVALUATION OF THE LISBON MEETING 30-31 MAY 2011

The Lisbon meeting went well according to the 13 who responded to the survey and also according to the final discussion we had while still at CENFIM on Tuesday 31 May.

Practical details about accommodation and local travel were fine as well as information about the preparatory work needed.

All felt they could contribute to the meeting and most felt they could influence the agenda if necessary.

Points to consider, eg for remaining partner meetings, from a successful and effective meeting:

Whether to designate parts of the timetable as computer free & use Post-It notes instead

Whether to adjust the timetable when we run out of time to make decisions or consider relevant issues eg there was no slot to discuss the VITAE pilot course

To consider break-out groups where relevant

Post meeting

The CCeD Adobe Connect meetings have for the most part been very useful and they should continue to maintain the momentum for the rest of the project.

Inter-dependancy: The CCeD process needs to be complete before the Business Model WP can proceed.
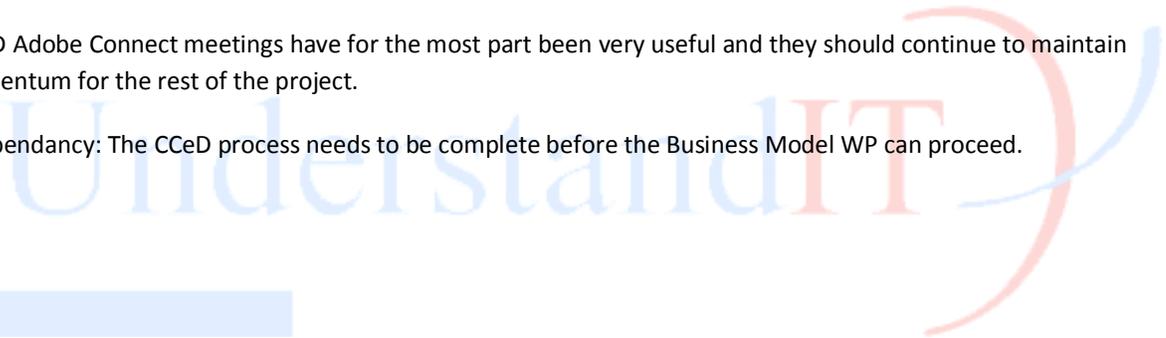
APPENDIX 5: EVALUATION OF THE VITAE PILOT COURSE

Summary

There were not enough respondents to make this a statistically reliable exercise but the comments especially were helpful. It probably would also have been advisable for an independent person to devise and carry out the evaluation! Thanks to the four people who completed the survey.

Time needed: The survey confirmed what we found out quickly at the beginning of the course and that was that it required much more time to complete it to a satisfactory level.

Organisation: As the course was extended to meet the first point, so the naming of the content was altered because we could no longer refer to *weeks*. This was confusing and unfortunate and would not happen in a live run of the course. There are 8 units and the word unit is independent of the time allocated in which to complete it. Each of the units represents a stage in the learning journey.

Expectations: Were for a more text-based and less practically oriented course. I hope that the approach has convinced participants and observers that such an approach is effective.

Materials: Good but will it be possible to find similar materials in local languages such as Portuguese?

Tools: Those presented and worked with seemed to be judged valuable by all participants.

Collaborative activities: Were judged to be very useful

Readiness to coach colleagues: While positive, this aspect shows participants want more experience before having the confidence to try this themselves.

Personalising activities: This was positively evaluated so this means that the VITAE activities could be easily adapted to the participants' own needs.

Assessment: Half were neutral on this so maybe it needs more justification

Non-completion: Lack of time and lack of colleagues for collaboration were the main reasons for non-completion.

My own feeling is that the course needs a stronger finish with, for example, a low key online conference or production of a showcase blog or wiki where participants demonstrate what they have achieved either in coaching their colleagues or in implementing digital technology in their own practice. But the lack of participants towards the end meant this was not possible.

Unresolved issues

Integration of CoP: Since the CoP was not available until the course was almost over this has not been properly integrated into the course tasks yet.

Integration of iQTool & eTutor Portal: Now that partners have experienced the VITAE course, it should be possible to see where these two tools can be integrated into the VITAe course.

APPENDIX 6: EVALUATION OF DISTRIBUTED CCeD MEETINGS 1-3B

CCeD Session 1

Session preparation: We understand the concept of Concurrent e-Design and felt well prepared for this first session. We had access to the necessary material prior to the session and had read it and found it useful.

In the comments there were several calls for more preparation of the materials beforehand so that the sessions could become more focused on brainstorming and discussion.

Session execution: We felt the session was well executed and that we understand the concept of CceD. Both the Business Plan group and the VITAE group felt that their Situation Analysis was relevant and went well. All agreed that the Adobe Connect system worked well and most agreed that the common sessions went well with a couple being neutral about this. Most felt that the breakout sessions worked well with one person neutral on this in the Business Plan group. Most agreed that the use of Google Docs worked well with one person neutral on this and all but two agreed that they had made a useful contribution. All but one person agreed that the contribution from the facilitators worked well. Most agreed that the session conclusion and evaluation worked well with one person neutral on this. Agreement was less strong on the issue of whether the most important things from each session had been presented to the full group. This was supported when agreement was not so strong on whether there was a good understanding of what had been achieved by the other group at the end of the session.

In the comments there were concerns expressed about netiquette eg multiple channels or one at a time? We need to shut off our mikes especially when moving from one room to the other. One person expressed the need to focus more on the action and decision lists. The breaks can ruin concentration. Perhaps there should be time to prepare the presentations. The Trondheim group experience a sound delay as they also hear the people in the room. This can be confusing. There is a suggestion that we need a third group which is the management group.

Generally about CceD: Most agreed that we worked effectively and did a lot of productive work in this session though two were neutral about this. All agreed that Adobe Connect was well suited to the task and most agreed that Google Docs were well suited to the task but here there was one person who was neutral.

Conclusion
The survey backs up the oral evaluation we had at the end of the session that generally it went very well. There were no negative entries so attention must be focused on those occasions where people were neutral. Issues which could be addressed include how we present the work of the break out groups to the full meeting to make this more effective. The other area attracting neutral scores was the use of Google Docs, both regarding the way they are stored, the file structure, and also the difficulty of writing effectively within a Google Doc especially when tables seem to have a strange effect on the cursor position.

CCeD Session 2

Introduction
There were 13 responses to this survey which does not include all those who participated in the meeting.

About the project
Communication between meetings: The survey started with some questions about the project in general. There is a fair level of satisfaction regarding communication between meetings (both online and face to face). This suggests that we may lack a layer of discussion apart from the UnderstandIT mailing list and one person commented that there should be more communication between the meetings specifically about the upcoming CCeD sessions.
Project administration: A similar fair level of satisfaction with the administration of the project was registered. There were no specific comments about this.
Webpage: There were some specific suggestions that the website should soon contain some news and some interactive elements. Could it host any of the VITAE courses for example or the CoP?

Results so far
Generally most were neutral or agreed that both situation analyses documents were of good quality. It would be interesting to find out what would make more people *strongly agree* to this opinion. From the additional comments it appears that there is a danger of being too focused on the outputs of one's own group at the expense of the other.

Preparation
Most felt well prepared for the meetings. The comments included a suggestion that documents should be ready at least a week before the session. There is also a little uncertainty about the 'rules of the game' and whether suggestion shsould be made only during the sessions or whether they could be made before the session so that people have time to consider them. It was also suggested that already at this stage documents should include local adaptations.

The session
The sample size is small but it seems there was more satisfaction with the VITAE session than with the business plan session though the satifaction level was mostly positive for both. Overall there are comments that the process is too slow while others feel that there is not enough time to discuss and reflect everything thoroughly. The significant contribution of the facilitators was recognised.

Generally about CCeD
The tools: It is difficult to balance writing in documents with listening actively to what is being said. Generally most of the comments are positive about the tools while still recognising that there has to be someone in charge of keeping them running smoothly eg folder structure in Google Docs and facilitation in the Adobe meetings.
Suggestions for improvements: Could we write more before the meeting?
Generally about the research: The online meetings seem slow. There might be some benefit to discussing the differences between face to face CCeD and distributed CCeD. We are making progress.

Conclusion

There is definitely a sense that we are making progress. There seem to be issues about the pace of the online meetings and the protocols. Overall there is overlap between assessing CCeD and thinking about the project in general.

CCeD Session 3

Adobe problems: The problems experienced with connection and audio in the last meeting inevitably diminished the experience for all participants in this third CCeD session. This directly affected 30% of us which is a high proportion. It was suggested that the new version should have been tested more before we used it and that we should revert back to Adobe Connect 7 if possible with Skype as a fallback option.

Study of Possibilities document for the Business Plan & VITAE are both positively rated but not at the highest level. What is missing from both documents which would lead everyone to rate them at the highest level? Freeform feedback includes a wish for generic models tailored for each institution as well as more detail of the VITAE product (eg. content).

Document availability Early availability of the working documents was welcomed and used by many though not all partners. At least one person wanted the documents to be available even earlier than two days prior to the meeting.

Preparation Most felt well prepared and appreciated the early availability of the documents. It was suggested that it would be a good idea to compile a list of unclear points before the meeting as well as a to-do list for tasks which must be completed before the meeting.

Process Everyone felt that the common session and VITAE sessions were productive. Most felt like this in the Business Plan session although there was at least one person who did not agree that this was case. At least one person felt that they did not make a useful contribution to the session. It may be worth finding out the reason to see if it can be remedied. Opinions expressed included:

- disagreeing with putting decisions in the document before they had been discussed, especially when technical problems made it even harder to discuss issues fully.

- would like the process to be speeded up, perhaps by having more homework between sessions

- the discussion lacked depth.

- not all partners complete their tasks

- suggestion for shorter but more frequent meetings

- more structured moderation

The Business Plan group tried a method to ensure everyone is looking at the same document at the same time and recommended this become standard practice.

Tools: Adobe Connect 8 did not perform adequately. Google spreadsheets have limitations compared to Excel. We are not used to the tools enough.

Virtual v F2F: Most appreciated the convenience. Preparation and structure is important to get the most benefit.

CCeD generally: Is it allowing us to take bold decisions?

VITAE pilot:

- Most thought it was a good idea to run the pilot and that it should have come earlier in the UnderstandIT project.

- The pace was too intense at first (AF will have to monitor if the pace is more acceptable now that the course has doubled in length but not content).

- Translating the course into other languages will present challenges.

- Attention should be paid to layout to raise motivation.

Conclusions:

- There is a tension between the pace of the meetings and the depth of the discussion

- Problems are only revealed in the free form text questions and hardly in the rating questions

- Although it is normal that not everyone participates equally in meetings, it is worth exploring if it could be made easier for some partners to contribute.
- The technology needs to just work and be in the background so the process is not disrupted by technical problems. We have experienced both.

Recommedations:

- Focus on process issues highlighted above and its effect on taking bold decisions

- Iron out technical difficulties with Adobe Connect 8 (Skype as Plan B?)

- Generic business model tailored for each partner institution

- Describe the product in more detail (in this case VITAE)

- Continue making documents available at least two days prior to CCeD meetings, if not earlier

- Find out if the varying levels of contribution to the meetings can be evened out

Overall summary of CCeD issues to date (1-3):

Depth versus pace

Degree of contribution
Tools
Are bold decisions possible?

Process issues

Decisions before meetings
Shorter, more frequent meetings
Stricter moderation

CCeD Session 3b

There were 18 responses to this survey which is 100% response.

Overall: Partners were more positive about this session than the previous one, possibly because there were fewer technical problems or because it was shorter.

Business Plan & VITAE Design: Almost everyone feels that these will be good quality though only a minority strongly agree. It is difficult to know whether these are final opinions or whether people are holding off a final judgement until the finished documents are complete. Comments reveal a desire for more collaboration between the two teams on a number of issues eg ECTS points, course length, long term sustainability.

Session Preparation: 95% felt well prepared. Comments included releasing the agenda earlier for possible revision and making all documents available before the meeting.

Session Execution: 95% felt the session went well but only 61% felt they made a useful contribution; 88% were happy with the contribution of the facilitators but only 55% felt that they had no technical problems during this session. Comments include that the pace was better, that there should be more protocols eg use the raised hand icon to speak and that those with tech problems should be given special attention before the meeting instead of during. 90 minute sessions in smaller groups is preferred.

Suggestions for improvements: Have a Plan B (eg Skype) and make more use of screen sharing. There are problems with Google Docs when you want to do more advanced things eg transferring to Excel. Do we really need video? This might save bandwidth.

General suggestions: Smaller groups would be more effective. We are improving.

Face to face compared to online meetings? We are more focused and brief in the online mode, relationship building is good but slower, the quality of work is good but could be higher in a f2f. We miss the chance for small talk. The faciltators have to be more proactive to get contributions than in a f2f. Motivation is maintained because of the open repository of work done in Google Docs. Communication between meetings also contributes to how effective the online meetings are. Is the hist.no list the best way?

Conclusions

The results of the survey indicate that the distributed CCeD process is making good progress. There are still problems both technical and procedural. Some of these cannot be solved because they are contradictory (eg shorter or longer meetings) but the general direction is positive and the organisers are responsive to the comments of the partners. As the time draws near to implement the results of the distributed CCeD process it seems that partners are looking more to the medium and long term implications of this way of working and have mastered the immediate challenge of participating in distributed CCeD.

APPENDIX 7: LINKS TO PREVIOUS EVALUATION REPORTS

PM1: Trondheim

https://docs.google.com/document/d/1PEVTHa0yfsTn3zLYAPHcSxZiy8wIlM6wU7PccYdO0jM/edit?hl=en_GB&authkey=CN3so8EO#

PM2: Lisbon

https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B0NGxBweTdT4M2ZjMmNlMjAtYTk3MS00YTFhLThmMzAtNDVkMDMwZDMwNTc0&hl=en_GB

CCeD1: https://docs.google.com/document/d/1s4GVfiNNjlUKKJXVGQ4h-UHx8EcXVenjasT4T-AXzFg/edit?hl=en_GB#

CCeD2: https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B0NGxBweTdT4NDgwNjYxYWQtZGRmNy00ZjgzLWI5OWYtODM4ZDhlM2U5YTMz&hl=en_GB

CCeD3: https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B0NGxBweTdT4NjM5ODdlZWItMzBlMS00YmI0LThhOTMtMmIyYWQxYTc1OGMx&hl=en_GB

CCeD3b: https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B0NGxBweTdT4NjM5ODdlZWItMzBlMS00YmI0LThhOTMtMmIyYWQxYTc1OGMx&hl=en_GB

Quality Plan: https://docs.google.com/document/d/1qTf01344mp80lCosO0gLseNoFzF4cP6rmHE6gkeLstk/edit?hl=en_GB#

Lisbon summary of WP7 to date: https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B0NGxBweTdT4ZmExM2NjNjYtNjBlZS00MTA5LTlhMzYtMGJiMGFhNjM1YmVh&hl=en_GB

VITAE Pilot course evaluation: https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B0NGxBweTdT4N2M4YzY3MjYtY2VmNC00NzBkLTkwMTUtNmQ3YzliYTM2OGQ0&hl=en_GB