



LEONARDO DA VINCI - TRANSFER OF INNOVATION

VALORIZATION PLAN



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The aim of this form to set up the valorisation plan of [Tenegen](#) project. The partners are asked to give their concept how they intend to utilize the Tenegen's results in their activities, how they intend to exploit the outcomes regarding the needs of the target group - the teachers and trainers of the European VET schools.

"The goal of a valorisation plan is to explain how during and after the end of the project the results will be disseminated and exploited so as to make them "sustainable" (= once the project has come to an end, the results must continue to be deployed in different vocational training contexts). A valorisation plan must therefore necessarily set out in a balanced and accurate way the activities relating to dissemination and the activities relating to and facilitating exploitation of the results by the end and/or potential users and for the benefit of [target groups](#) clearly identified from the project design stage." (LdV Programme: The valorisation plan guidelines for project promoters).

1 P0-PROMPT

1. in the Hungarian Accreditation System and in the Further Training Programme of Teachers - in a collaboration with NIVE (National Institute for Vocational and Adult Education (P7-<http://www.nive.hu>).

2. Elaborate an "E-learning Package" for schools

a) Moodle hosting

b) Provide further training programmes based on Tenegen results

Tenegen Teacher Training

Tenegen Tutor Training

3. Generate a Network of Hungarian Tenegen teachers by using the e-portfolio system: <http://mahara.prompt.hu>, involving more and more Hungarian schools - not only VET schools in the Tenegen collaboration.

4. Utilize the "User generated content" of the pilots – in further research programmes at national and European level.

5. Continue the exploitation of Tenegen results

a) European level online dissemination

b) European level marketing for Tenegen

c) Build professional relationship with the e-learning provider in Europe

5. Further collaboration with Tenegen partners

a) Develop XML based technology - collaboration with CAPDM

b) Start new Leonardo projects in the frame of LdV programme and FP7 framework

2 P1-CNR

1. CNR is coordinator of the Eu-funded project LLP-LdV-TOI "Sloop2desc: Sharing Learning Objects in an Open Perspective to Develop European Competences and Skills"

(Oct 2009 - Sept 2011). Amongst the activities related to the project, Sloop2desc is training about 600 teachers in Italy, 40 in Romania and 40 in Slovenia via elearning. The Tenegen project will be presented as best practice in the Teacher Training field for the Sloop2desc trainees.

2. CNR will include references to the Tenegen project in scientific papers concerning teacher training, Open Educational Resources, Connectivism, web 2.0, net generation. In such a way, we intend to disseminate information about the Tenegen project, and valorize its activities and the achieved results.

3. CNR will investigate the possibility to federate the repository of educational resources developed in Sloop2desc with the repository developed in Tenegen.

3 P2-ISERG

1. ISERG's role was being a donor – providing the theoretical background of networked learning. ISERG has wide partnership in Europe and in all over the world mainly in the higher education, we will disseminate the results for this target groups on international conferences.

2. We will utilize the results in the PHD programs too. One of the PHD student has started a research by using the user generated content on Tenegen Moodle in the field of the collaborative learning.

4 P3-CAPDM

Two threads

1) To use Online Educa in December as an opportunity to promote the project, to look for networking opportunities, and to find potential future collaborators

2) In Scotland to develop TC01 -- at least -- into a skills course for Further Education teachers, and as a complement to a student skills course we are developing. The latter has been submitted to the Scottish Qualifications Agency for their acceptance and approval as a Skills Unit. The Tenegen derived course will follow before the end of 2010.

5 P4 DEKRA

In the area of EU education policy, however, the groundwork for such a broad front is being laid. Recent initiatives in both the vocational and higher education sectors are opening new opportunities for reconsidering our approaches to education and training. In particular, these are a credit system for vocational education (ECVET), the credit system for higher education (ECTS) and the call for the establishment of general qualification frameworks in all EU member states. Let's take a brief look at each of these in turn.

The way forward

By now, it should be clear that German education in general and vocational education in particular are at an important crossroads. Accessibility to e-technologies has been increasing steadily over the past few years, and there seems to be no slowing of the trend. The internet and world-wide web have become fixed features of the German social and educational landscape. So far, there have been a number of excursions in the direction of e-learning, but given that the existence of a particular 'net generation' is doubted, there has been less emphasis on the need for developing e-technologies in education as perhaps elsewhere (such as the USA or UK, etc.). This is certainly not to say that e-learning, in any of its various aspects, is not an issue. We have seen that there have been a number of approaches and areas of development that could prove to be promising in the future, but obviously more research and development work needs to be done. The most important point of our review, however, has been a look at what really may be necessary to move e-learning forward. It is doubtful that the job of development and implementation can be left simply to teachers or trainers. They play an important role, to be sure, but as two major field of activity – education and technology – are converging. The roles needed to do this convergence justice need to be rethought. Even given the systemic constraints that may be present with the German educational system as a whole, there are nevertheless opportunities to explore the use of particular approaches, and we have considered eportfolios as one representative example.

The two primary threads addressed here – the growth of web access and the critical shift toward technology-enhanced learning – and the policy developments just mentioned – ECVET, ECTS, EQF – dovetail nicely toward the future. The time is auspicious for a more serious look at the practitioners who need to be involved in the design, development, and implementation of technology-enhanced learning, as some first contours are becoming clear. It is not simply a matter of making teachers fit to teach the 'net generation'. This is a sound and reasonable starting point, but there is now much more to be done. It is clear that teachers – in all educational institutions and organizations – need to be ware of the technologies involved and of the opportunities these may provide, if for no other reason than these technologies are here to stay and are becoming an ever more substantial part of the educational context. It has also become clear that dealing with e-technologies may be a larger field of activity than originally envisioned. Simply acquainting teachers (in all educational sectors) with the technology is an important first step, but it is certainly not the last step on the journey. There are a number of factors to be considered, both inside and outside the learning or training scenario that must be taken into consideration if e-learning is to become an efficient and effective learning and teaching approach. In the end, we are dealing with education, not just technology, and this necessary shift of emphasis requires a re-shifting of our thinking in both deeper and broader directions. Projects such as TeNeGEN have shown clearly what is involved in building a sound foundation for the future, but there is still a lot of building work ahead of us.

6 P5 BUNI

In Turkey, with our technical partner, we plan to use 'tenegen' modules for the teachers' education. We have relations with a NGO belongs to National Education Ministry and acting in e-education. In Turkey we search for and add new contents to provide the necessities of Turkish teachers. We will try to have all contacts to achieve our aim.

We would like to abstain from the same explanations on eLearning but to reveal the Turkey's place considering only eLearning field.

In Turkey, eLearning concept has begun to be appreciated by the expansion of using internet and computer infrastructure in the frame of its importance and urgency in additon to its usage among the ones who are not able to have the formal education because of their own conditions.

The related departments of the Governmental Institutions in Turkey have been achieved many academic and political workshops on the future, efficiency, technology and fields of application of ELearning within the context of its urgency and importance in recent years. These workshops and commissions have achieved so many workshops, conferences and symposiums and the mission of all eventuate in the acquaintance of both the academic platforms and other sectors with the fact of eLearning.

Turkey have made significant progress toward eLearning. At present, many universities in Turkey have distance learning programmes and many sectoral and governmental institutions started to have distance in-service training programmes. So, in this case all information technologies in distance learning, web 2.0 technologies, multimedia technologies and the innovations are begun to be followed closely.

The open source accessibility of eLearning is considerably preferred by all institutions, NGOs, courses and universities since its low-cost applicability, student's accurate accessibility to course components and multimedia appliances and the sustainability of the education without any impossibility on assessment standards, any information loss but also reaching advance repository of information. Moreover, many universities have begun to develop their own Learning Objects Libraries.

Nowadays, a great many educators, lecturers, academicians and teachers have a clear conception of eLearning and try to learn how to develop the LOs, how to give distance education with the help of LMS platforms, how to manage the distance learning, how to associate them with the communication and social platforms on web 2.0. Turkey is eagerly ready to accept the innovations of distance learning and life long learning. We support distance learning and life long learning to the end.

We are pretty aware that Turkey, being a partner in TENEGEN project, has a big chance to be informed on the sectoral innovations and to hold a operative place regarding the sudden developments on distance learning in the country.

7 P6_ÖJSZIGK

A 2007-ben elindított oktatási portál fenntartása és az igények szerinti fejlesztése. A kollégák már a képzést követő szeptemberben bővítették a tanulási környezetek számát és újabb tanulócsoportokat vontak be az blended learning képzésbe. Ezt a környezetet technikailag fenn tudjuk és akarjuk tartani. Mivel a most rendelkezésre álló eszközök korszerűek, így még évekig biztosítani tudják a szolgáltatások elérését, és megfelelő tartalékkal is rendelkezünk. Ehhez a legszűkebb keresztmetszet, a háttértár kapacitás bővítése megtörtént.

Az intézményben korábban is voltak kisebb belső képzések, amiket a mostani képzés eredményeként már akár e-learning keretek között is meg tudunk szervezni, ezáltal a kollégák egyéni időbeosztásához jobban igazodna a helyi képzés is. Talán nem meglepő, hogy vannak érdeklődők a testületből.

Jó lenne, ha az elmúlt két év alatt eredményesen együttműködő közösség a jövőben is fennmaradna. Ehhez keressük meg a megfelelő összetartó erőt, a közös célt!

Az már egyértelmű, hogy a kapcsolati tőke kialakult: én azt gondolom, hogy akik most a Tenegenben megismertük egymást, a jövőben számíthatunk egymásra, ismerjük egymás szakmai kvalitásait, de kell a biztatás, hogy merjük is használni.

A másik lehetőségünk a szakmai közösség fenntartása egy közös érdek mentén! Azt mondhatjuk, hogy most már mindannyian kicsit többet tudunk arról, hogy hogyan hasznosíthatnánk a legújabb hálózati technológiákban rejlő lehetőségeket az oktatás minőségének, vonzerejének fenntartására, fejlesztésére.

Mondjunk a többieknek: Előre! Vagy inkább: Utánunk!

Magunkat pedig így biztassuk! "Aki mások nyomában jár, sohasem kerülhet elébük." Michelangelo

8 P7-NIVE

The National Institute of Vocational and Adult Education will integrate all the Tenegen modules into the teachers' further training program of Hungarian VET teachers. As a first step we renew the accreditation of the earlier blended learning program to develop e-learning competences of teachers – in a collaboration of Prompt Education, and so the results of Tenegen will be widely used in the Hungarian VET. As the next step we will accredit the two new modules TC02 and TC05 too.

Through its wide European partnership, NIVE is the position to disseminate the products at European level.

9 P9-KGYGSZ

A projektben való részvételünk egyik legfőbb eredménye az, hogy iskolánkban jelentősen megnőtt az e-learning módszerek alkalmazásában képzett és érdekelt pedagógusok száma.

A projekt eredményekhez kapcsolódva iskolánk saját Moodle keretrendszerrel üzemeltet, amelyben a képzett pedagógusok mellett egyre több olyan kollega is

együtt tud működni, akik a Tenegen kísérleti képzésben résztvevő kollegáktól veszik át az új módszereket.

Iskolánk minden alkalmat megragad arra, hogy a Tenegen eredményeket a regionális rendezvényeken a társintézményekkel megismertesse és jó gyakorlatával az ott dolgozó kollegáknak példát mutasson.

10 P10-SZIGSZ

A képzés befejeztével elmondhatjuk, hogy iskolánk bővelkedik „e-learnig“-es tanárokból, hiszen tantestületünk, egy korábbi és a mostani képzésnek köszönhetően, több mint 50%-a rendelkezik akkreditált bizonyítvánnyal e témakörben. Iskolánkban a tavalyi tanévben beüzemelésre került egy Moodle szerver, amelyre kollégáink folyamatosan tölthetik és töltik is fel kurzusaikat.

Jövőbeni célkitűzéseink, hogy az elkészült portál felületét folyamatosan fejlesszük, az ott található kurzusok számát bővítsük, és megtaláljuk annak módját, hogy az itt elkészült kurzusok a diákok által is rendszeresen látogatottak legyenek.

Szeretnénk megtalálni annak eszközét is, hogy a módszert még nem ismerő, de az iránt érdeklődő kollégáinkat is tovább tudjuk képezni e-learnig módszertanos tanárrá.

Jó lenne, ha az elmúlt két év alatt eredményesen együttműködő közösség a jövőben is fennmaradna.

Az már egyértelmű, hogy a kapcsolati tőke kialakult: mi azt gondoljuk, hogy akik most a Tenegenben megismertük egymást, a jövőben számíthatunk egymásra, ismerjük egymás szakmai kvalitásait.

A másik lehetőségünk a szakmai közösség fenntartása egy közös érdek mentén! Azt mondhatjuk, hogy most már mindannyian kicsit többet tudunk arról, hogy hogyan hasznosíthatnánk a legújabb hálózati technológiákban rejlő lehetőségeket az oktatás minőségének, vonzerejének fenntartására, fejlesztésére.

11 Glossary of terms

ECVET

Since the establishment of the Copenhagen Process (EC, 2002), which emphasizes the need for a credit transfer system for VET, the signatory countries have been working together to develop strategic and innovative policies and actions that would encourage more people to take advantage of vocational-learning opportunities. The goal has been to develop actions and tools which allow users to build upon learning that they have acquired at various times, not only formally, but also in non-formal and informal contexts. The national ministers of education meet every two years to continue this process. In 2009, a recommendation was issued by the European Council and Parliament to develop a European Credit System for Vocational Education and Training (ECVET) (EC, 2009).

The aim of the ECVET system is to facilitate the validation and recognition of work-related skills and knowledge that has been acquired in various situations (overseas, non-formal learning, etc.), so that these experiences can form a contribution to the individual's own vocational qualifications. As such, it is intended to provide for better compatibility among the various VET systems throughout Europe. Though still in development, by 2012, a technical framework should be created to describe qualifications in terms of units of learning outcomes, including assessment, transfer, accumulation and recognition procedures. Each of the units of learning outcomes will then be associated with a certain number of ECVET points developed on the basis of common standards (at present, 60 ECVET points equals one year of full-time VET). In other words, the system is flexible in that a person's learning outcomes are to be assessed and validated in order to transfer credits from one qualification system to another. Accordingly, learning outcomes for a given qualification could be acquired over time, in different locations and countries, and according to different methods (formal, non-formal, informal learning). Finally, the credit-point approach is designed to be compatible with the European Credit Transfer and Accumulation System (ECTS)¹. The EC is in the process of developing an ECVET users' guide and establishing a ECVET users' group as well as an ECVET network. Several projects focusing on the development and promotion of ECVET are being developed and funded by the EU's Leonardo da Vinci Programme for vocational training.

ECTS is the a natural outgrowth of the Bologna Process (EME, 1999). The aim of the ECTS is to make teaching and learning in higher education more transparent across Europe and to facilitate the recognition of all studies and all levels, by allowing for the transfer of learning experiences between different institutions. This is intended to provide for greater student mobility and more flexible routes to attain degrees, as well as improving and supporting curriculum design and quality assurance. Courses are constructed in terms of learning outcomes, that is, what students are expected to know,

¹ An example of a project aimed at facilitating this translation is Be-TWIN, Testing a joint ECVET-ECTS Implementation, LLP-LdV-2008-3995/001-001, which is running from March 2009 - February 2012. See the project website, <http://betwin.stratford.ac.uk/>, for more details.

understand or be able to do upon completion of their learning), and workload, or the average estimated time students would typically need to achieve these outcomes (cf. DGEC, 2004). Even though ECTS goes some way toward the recognition of a student's studies at different institutions and in different national education systems, higher education providers are nevertheless autonomous institutions, and the final decisions in regard to recognition and accounting for prior or other learning are still the responsibility of the relevant accepting-university authorities.

EQF

The European Qualifications Framework (EQF) was accepted in 2008 (EC, 2008) and is being put into practice all across Europe. Its intention is to encourage countries to relate their national qualifications frameworks to the EQF so that all new qualifications issued from 2012 on carry a reference to an appropriate EQF level. The heart of the EQF covers eight reference levels describing what a learner knows, understands or is able to do, that is, in terms of learning outcomes, as described above, upon completion of a given qualification. Levels of national qualifications can then be translated to one of the EQF levels, which range from basic (Level 1) to advanced (Level 8), thereby enabling an easier comparison between various national qualifications. Qualifications from one country can then be recognized in another country. The EQF applies to all types of education, training and qualifications, from school education to academic, professional and VET, shifting the focus from learning inputs, such as the length of a learning program or the type of institution, which have most often been the focus of traditional systems of education and training. More importantly, the EQF encourages lifelong learning by promoting the validation of non-formal and informal learning (cf. ECVET, above).

P0	PROMPT	Prompt-G Számítástechnikai Oktatóközpont	Prompt-G Educational Centre for Informatics	HU	www.prompt.hu
P1	CNR	National Research Council (CNR) - Institute for Educational Technology	Nemzeti Kutatási Tanács, Informatikai Oktatástechnológiai Intézet	IT	http://www.pa.itd.cnr.it
P2	ISNET	Információs Társadalom Oktató és Kutató Intézet, Nyugat-Magyarországi Egyetem	University of West Hungary (Hungary) - Information Society Education and Research Group	HU	www.nyme.hu
P3	CAPDM	CAPDM Ltd.	CAPDM Ltd.	UK	www.capdm.com
P4	DEKRA	DEKRA Akademie GmbH	DEKRA Akademie GmbH	DE	www.dekra-akademie.de
P5	BKUNI	Balýkesir Egyetem	Balýkesir University TR	TR	www.balikesir.edu.tr
P6	ÖJSZIGK	Öveges József Szakképző Iskola Gimnázium és Kollégium	Öveges József Vocational and Grammar School	HU	www.oveges-szi.hu
P7	JJMSZ	Jáky József Műszaki Szakközépiskola	National Institute of Adult and Vocational Education	HU	http://jaky.hu/
P8	BJMSZ	Bottyán János Műszaki Szakközépiskola	Bottyán János Vocational Secondary School	HU	www.bottyan-egom.sulinet.hu
P9	ACJÁK	Apáczai Csere János Általános és Középiskola Alapfokú Művészetoktatási Intézmény és Kollégium	Krúdy Gyula Secondary School	HU	http://www.acsjszki.hu
P10	SZIGSZ	Széchenyi István Gimnázium és Szakközépiskola	Széchenyi István Secondary Grammar and Comprehensive School	HU	