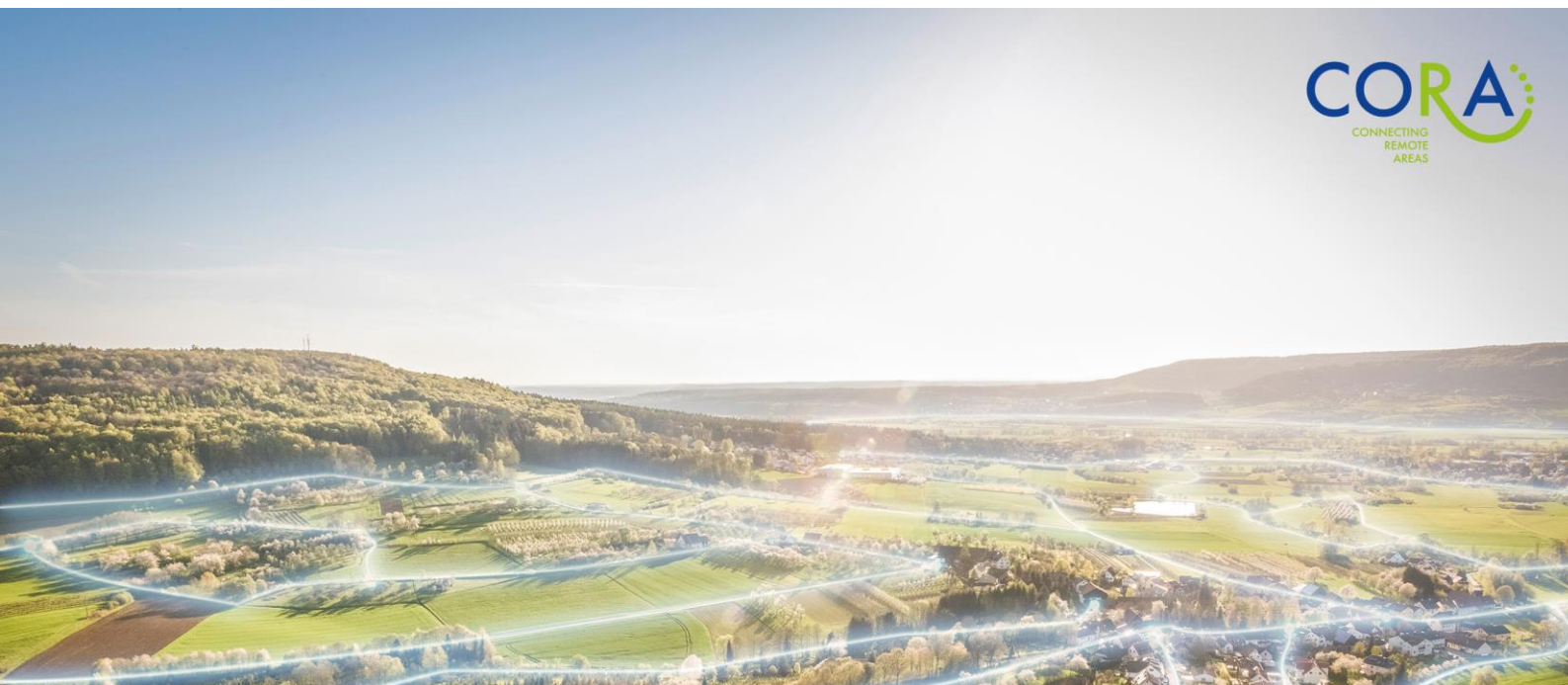


CORA Training Concept



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1 CORA Training

This note describes the CORA training concept, which is based on blended learning: A mix between virtual learning elements and physical learning activities (workshops). The physical learning activities are supported by trainers for whom we have designed a special set of training materials. This ensures not only that the trainers are enabled to carry out the training, but also that the virtual and physical elements of training are coordinated and coherent.

The training material is meant for trainers and general audience and not as part of formal education. We therefore cannot expect the participants to go through several hours of formal education, but need to be short and concise, and enable the participants to help facilitate digital transformation in their areas: A role that requires a basic yet broad overview of topics within infrastructure, skills and services. Moreover, the target group is broad and no specific knowledge of any of the fields can be assumed – and the participants will also have very diverse educational backgrounds.

In short this means that the training materials:

- Should provide adequate inputs for the trainer
- Should be in shorter blocks that can be studied by people in their limited spare time.
- Should be in an easily accessible and attractive format, rather than traditional course teaching.
- Should mix virtual and physical learning spaces and enable community building.

These requirements fit well with the ambitions of the European Commission to promote more use of blended learning.

1.1 Overview of the training materials to be produced

In total, 20 training materials are promised in CORA application. Each of these can be categorized as virtual material or physical material. CORA has defined 9 areas of training, covering Digital Skills, Digital Infrastructure and Digital Services. For each of these areas of training, two materials will be created:

(1) Online materials, which are targeting both citizens and authorities. This will be a web-doc format consisting of text, pictures, infographics and (optionally) videos/audios. Each of the materials is expected to require an effort of around one hour per participant¹. This material will be created first in English, and then (as needed) translated into other languages.

(2) Workshop material, which is used to facilitating a workshop on each topic of a duration of 1-2 hours. This component also includes online preparation materials for trainers in the form of a PDF document with background information and optional readings. This material will be available in English only as it is targeted for the trainers.

¹ to be further evaluated

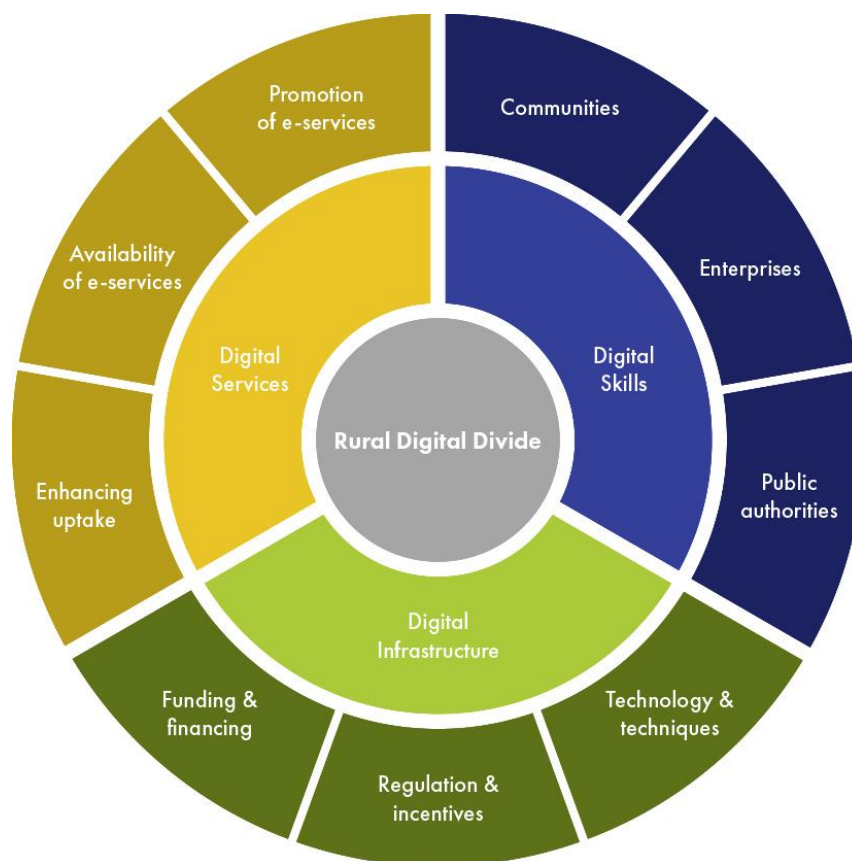


Figure 1. CORA- dimensions for the e-learning

1.2 CORA e-Learning

The development of CORA's e-learning training material is being based on both cognitive as well as constructivist learning theory.

The **cognitive learning model** promotes using thinking to learn. The underlying assumption is that learners process information autonomously and at their own pace. Therefore it is the e-learning material's responsibility to initiate learning through creating an environment that encourages the development of problem-solving skills. When learners face a problem, the material provides all the information needed for them to solve it. The choice of learning environment and media is based on the individual patterns of perception, understanding and processing of the target group as well as their assumed previous knowledge.

The **constructivist learning model** supports active, self-organised learning in a problem-oriented, practical, situational context. As opposed to the cognitive model knowledge is not transported but learners construct the knowledge themselves. Additionally the approach demands the ability to create and apply new knowledge in multiple contexts and from diverse perspectives. The concept is based on the assumption that learning is an individual process in which learners build an individual

knowledge network.² This form of self-organized knowledge acquisition transfers control of the learning process to the learners and enables them to accumulate applicable knowledge. While the work mode of the cognitive model is developmental, the constructivist mode can be described as explorative.

In its realisation the e-learning material is going to be a mix of both models with one model being more dominant depending on target group, topic and needs. Since CORA's target group consists of individuals that use the training material voluntarily, e-learning produces learning motivation through creating intrinsic conviction rather than through outside persuasion.

Methods include:

- The communication of clear learning objectives
- The creation of a sense of relevance and relation between learners and learning objectives
- The creation of non-linear learning paths with options and choices and the ability to skip or focus on content depending on the learners individual needs and interests
- The possibility of repetition
- The implementing of interactivity, regular instant feedback, open questions
- A course structure that alternates between providing information to be first explored and secondly applied in realistic complex storytelling scenarios
- Inclusion of examples with a practical orientation
- Creating opportunities for learners for discovery and surprise
- Providing links, resources and further reading

1.2.1 E-learning software

The software for creating CORA's online training material is Articulate 360 with their applications Storyline 360 and Rise. Both applications enable the media author to create interactive online learning experiences that correspond to the didactical concept. Using the software makes an additional application development unnecessary since the use of the project's Visual Identity within the program is possible and the html-output can be embed onto websides.

1.2.2 Pre-evaluation of e-learning³

To evaluate the material before publishing the media author provides an e-learning standards checklist that covers the areas learning outcomes, ease of communication, pedagogical and organizational design, visual design, engaged learning, assessment, feedback and ease of access.

² Heinz Mandl/Gabi Reinmann-Rothmeier/Cornelia Gräsel, Gutachten zur Vorbereitung des Programms ,Systematische Einbeziehung von Medien, Informations- und Kommunikationstechnologien in Lehr- und Lernprozesse, Bonn 1998, p. 106.

³ Please see annex 2

1.2.3 Target group(s)

The target groups for each e-learning material is either the local trainers or the general public. The target group of trainers can be described as a relatively homogenous group with a comparable level of previous knowledge, while the public is a much bigger and very heterogenous group of individuals with all different kinds of previous knowledge and digital skill sets. Both targets groups come with assets and drawbacks regarding the development of e-learning content and it must be clarified which before developing the individual material.

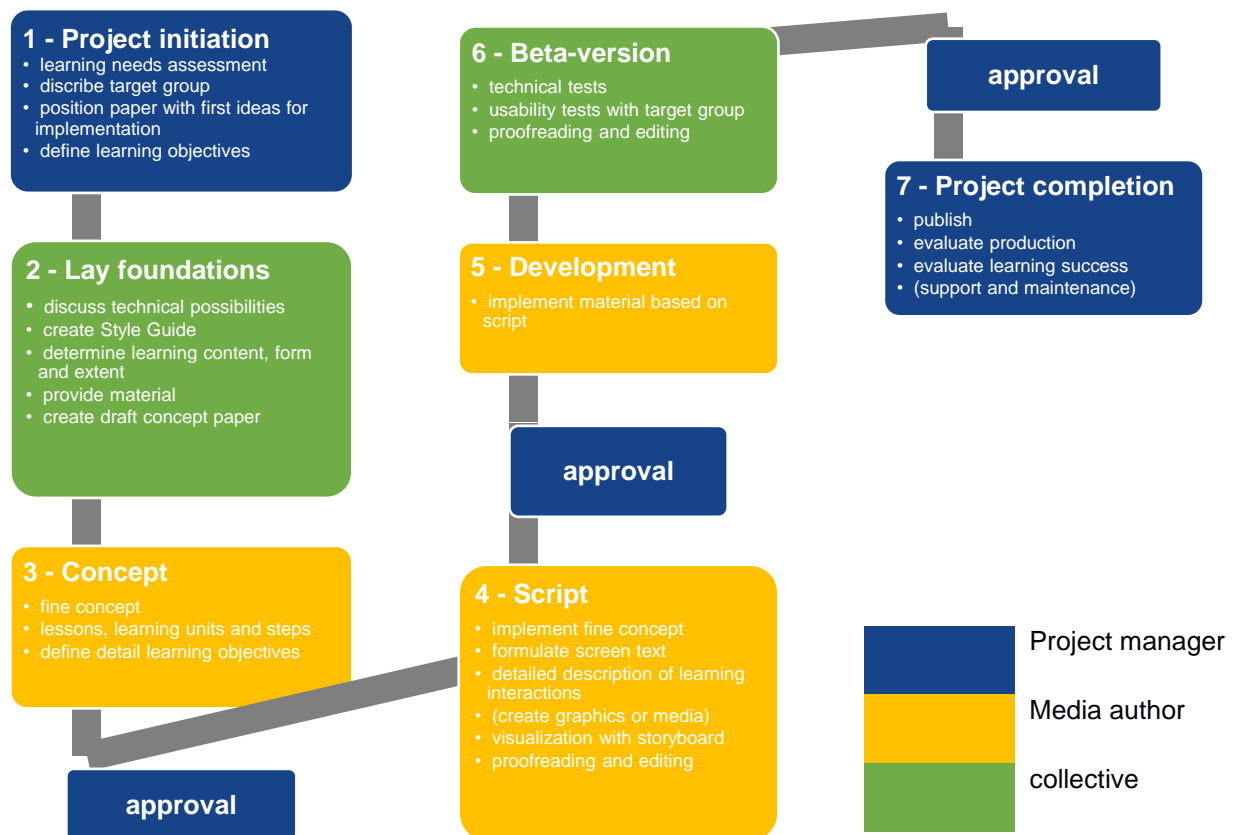


Figure 2. Typical Workflow for creating E-Learning content⁴

⁴ Daniela Stoecker, eLearning – Konzept und Drehbuch. Handbuch für Medienautoren und Projektleiter, Berlin/Heidelberg 2013.