



INMETT Innovative Training Methodologies for Transport Trainers

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Abstract

The paper intends to present the project "INMETT: Innovative Training Methodologies for Transport Trainers" is funded by European Union - Lifelong Learning Programme under the "Action – Transfer of Innovation" (protocol n. ES/09/LLP-LdV/TOI/149045). It is based on the studies developed within ELF -eLearning Facilitators: analysis of their different roles within different e-learning methodologies and approaches" (LdV Pilot project approved in 2005 n. I/05/B/F/PP-154178).

After updating the ELF outcomes to the specific training needs of the target groups (trainers who work on Transport Sector, trainers in general, Transport training centres and Training centres), the partnership is developing a testing e-platform and the related pilot training paths. In this article we present and discuss the innovative principles applied within the INMETT project and we invite all people interested to take an active part in the INMETT's Virtual Learning Community.

INMETT website: <http://inmett.portare.org>

Knowing is not enough; we must apply.

Johan W. Van Goethe

The present article is divided in two part: 1. From ELF to INMETT by Maria Fernanda Spina; 2. To create a Virtual Learning Community by Enza Sommella

The project "INMETT: Innovative Training Methodologies for Transport Trainers" project aims at promoting the implementation of innovative training methodologies in transport training in order to improve the learning process and to facilitate transport workers the access to training.

INMETT project is organized in four main stages:

- 1. analyse of the state of art aimed at:
 - a. identify the real needs of final users (transport workers)*
 - b. identify innovative learning methodologies*
 - c. identify good practices on innovative learning methodologies**
- 2. adapt and transfer ELF [1] approach to e-tutor training to e-tutors working in the specific sector of transports*
- 3. achievement of a platform for a Virtual Learning Community. This stage is divide in N. steps:
 - a. Conceive methodology and tools for e-tutors training*
 - b. Elaborate training contents for the e-tutors training in the framework of methodology at head a)*
 - c. translate the training contents into all partner languages*
 - d. design the prototype of the Virtual Learning Community using Moodle (open source resource)**
- 4. testing stage through carrying out pilot course addressed to e-tutors*



5. *INMETT has two innovative aspects.*
6. *The first one is the application of studies from ELF project to a specific sector*
7. *The second one is the application of the “Rotating leader” scheme to the e-learning adapting this scheme to “Rotating groups” [2]*

1. From ELF to INMETT (Maria Fernanda Spina)

ELF was a project that was not grounded on a defined idea of what an e-tutor is; its main objective was to define what an e-tutor is according to the methodology the e-learning course is based on: in fact, there are many different methodologies and approaches to e-learning and from them depends how to play roles and what kind of skills are required.

In brief, the ELF assumption was that e-learning environment (and the linked methodology) determines typology of work, needs and skills of the involved e-tutor. Thus, studying the e-tutor role offers opportunity to have a better understanding of the whole e-learning system.

ELF outcomes, free downloadable in INMETT website, are:

THE GUIDELINES: Every e-tutor must have knowledge and skills relevant to the specific needs of the course he/she works in. Diversifying of training approaches will be effective only if e-tutor training will be achieved by procedure based on clear and well grounded theoretical foundations. For this reason Guidelines are theoretical basis for planning and create training courses addressed to e-tutors.

THE DOSSIER : The Dossier describes the skills required to e-tutors according to the theoretical foundations of the courses in which he/she works in. In fact it is important that the skills fit to the specific needs of every typology of course. The Dossier and the Guidelines are "two sides of the same coin".

THE GLOSSARY: The Glossary collects essential keywords for defining e-tutor role in EN, IT, FR, DK, RO, BG, PL, NL, EL. Definitions consider particular meanings of the terms in various national languages in order to avoid linguistic misunderstandings and, moreover, to obtain as final result a shared language, rich of fades, useful to define better and better the e-tutor role in European context.

INMETT project offers the chance to use in practice the ELF approach to e-tutors training. In fact its users are e-tutors involved in courses addressed to transport workers. Making an analyses of transport workers training needs (contents, EU standards, time balance, learning styles, etc.) it is possible to image what kind of course typology should be provided to these beneficiaries. Within these considerations INMETT delivers the “Dossier on possible training paths addressed to e-tutors engaged in the field of transports” [3]

Using ELF GuideLines and ELF Dossier it has been elaborated a figure of e-tutor fitting needs of this specific typology of e-learning course, identified what are his/her tasks and related skills, in order to describe exactly competences the e-tutor should have at the end of the training path, recognized what typology of contents should be provided by the course and suggested typology of practical path and methodology in order to carry out the course.

Each paragraph of INMETT Dossier – chapter “3. TYPOLOGIES OF TRAINING Typologies of possible Training paths addressed TO E-TUTORS ENGAGED IN THE FIELD OF TRANSPORTS” comes from the analyses of ELF Dossier. At the end of description of each typology of role an e-tutor might play in it, there are suggestions about possible modalities to perform training in order to support e-tutors in improving/developing the related skills in the framework of the foreseen scenario.

2. Creating a Virtual Learning Community (Enza Sommella)

INMETT Project contributes to the development of a new learning environment which is not very extended yet. Usually there are no training courses on e-learning specially addressed to transport trainers.

The partnership [4], using the INMETT Dossier developed by ARACNE (3rd chapter and annexes) as guide, elaborates the modules for e-tutors pilot path in all languages of the country involved: UK, IT, EL, ES, BG, LT. The Foundation for European Initiatives developed an intuitive Virtual Learning Environment (VLE) simple and easy to use in Moodle 2.0. The VLE takes into consideration Web 2.0



philosophy, so not only consists of text, but also images, videos, audio files, links to other documents, multimedia files, etc.. that could be included by all the users of the community. So, through the introduction to an innovative learning environment INMETT project contributes to a further development of the competences and skills of transport trainers with regards to ICT, and furthermore allow a more attractive training with higher interactivity among the trainees.

The pilot training to phase out in two parts: 1- Becoming eTutor based on INMETT project and 2-Apply theory to practice- How an e-tutor works

1. *Becoming eTutor based on INMETT project*

The future e-Tutor needs primarily to analyse the training course needed to be taught in order to determine which skills and competencies will be needed in order to conduct their work as e-Tutors. A short synopsis introduces each module. This determines (self reflective) how they will conduct the course and which training path they will follow.

INMETT e-tutors training course consists in 11 modules, following ELF suggestions:

- 1) Plan de course
- 2) Develop content
- 3) Establish the learning environment
- 4) Administer the learners
- 5) Support in IT questions
- 6) Establish relationships
- 7) Teach Online
- 8) Coach learner interaction with content
- 9) Establish and moderate synchronous on line discussions
- 10) Establish and moderate asynchronous discussions
- 11) Assess learner's performance

The user knows his/her training path and can access training content, based on INMETT Dossier, from the INMETT Virtual learning Environment. There is no limit in the number of the trainers that can attend the 1st part since it is mostly autonomous. Target group members are transport trainers and e-tutor in general, with basic knowledge of ICT, access to a PC and internet, pedagogical experience. E-Tutors from INMETT will be available on the forum and chat.

2. *Apply theory to practice- How an e-tutor works*

The second part of the pilot training will be its implementation phase where the e-Tutors test their acquired knowledge. To achieve this aim APOPSI developed a "Rotating leader" methodology as group work – an online rotation groups.

Each learners group has a leader leading the group of 5 people. The task of the each group (one or more per country) is creates one new module addressed to train transport workers. The group has access to module and unit templates, bibliography, links to additional materials. They have to discuss online, plan a module, plan contents, training techniques for their target group. The groups have access to online expert help in English by the project partners as well as access to interviews from national experts; and INMETT e-Tutors facilitate their work. Each group peers evaluate the other group's work on the discussion forum.

Each leader monitors the group and the leaders rotate. Throughout the group work, according to the module they learn (through webinars/training content etc) contents from ELF on how to compete their task.

e-Tutors have consciously established their training needs, analysed the course needed to deliver and considered their target group. Through peer review: lead sessions online, create material for online use, lead groups, and work in group online. At the end, they have implemented skills and knowledge online and tested what they learned on the job.

The leaders' rotation methodology gives opportunity:

- to create training contents by transport trainers in each group for transport sector.
- to learn to be an e-tutor, because each member leads the group
- to finish the transfer process for adapting the ELF contents with the new information

The development of innovative lifelong learning contents, services, pedagogical methods and practices based on ICT, is created not only by the experts, but also by all the members of the community, trainees included (in this case, transport trainers). So step by step a Virtual Learning Community grows up.



From making a VLE (e-learning INMETT platform) focused on transport trainers there is a start up to create a “community”. A Virtual Learning Community (VLC) is group of persons with a common interest or concern related to their own work can learn through a frequent interaction with other people. So not only an VLE environment within which to create, explore and learn but VLC a place where sustain professional growth creating professional relationship though time.

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- [17] This methodology is designed by VET Centre Aopsi (Sofia Tsiortou).
- [18] Delivered by ARACNE (Enza Sommella; Maria Fernanda Spina).
- [19] INMETT Partnership: Federación de Transporte, Comunicaciones y Mar - UGT Castilla y León: Promoter – ES (promoter); Partners: INVESLAN – ES, Vishe Transportno Uchilishte BG, Vocational Training Centre APOPSI SA – EL, ARACNE – Associazione di promozione sociale – IT, Vytautas Magnus University – LT, The Foundation for European Initiatives – UK.