



EL DORADO

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Abstract:	This document, as part of WP1 RD Laboratory, contains the basic methodology to identify the most appropriate resources to fit the learning needs and the steps for their implementation in 2 initiatives through a collaborative learning approach.
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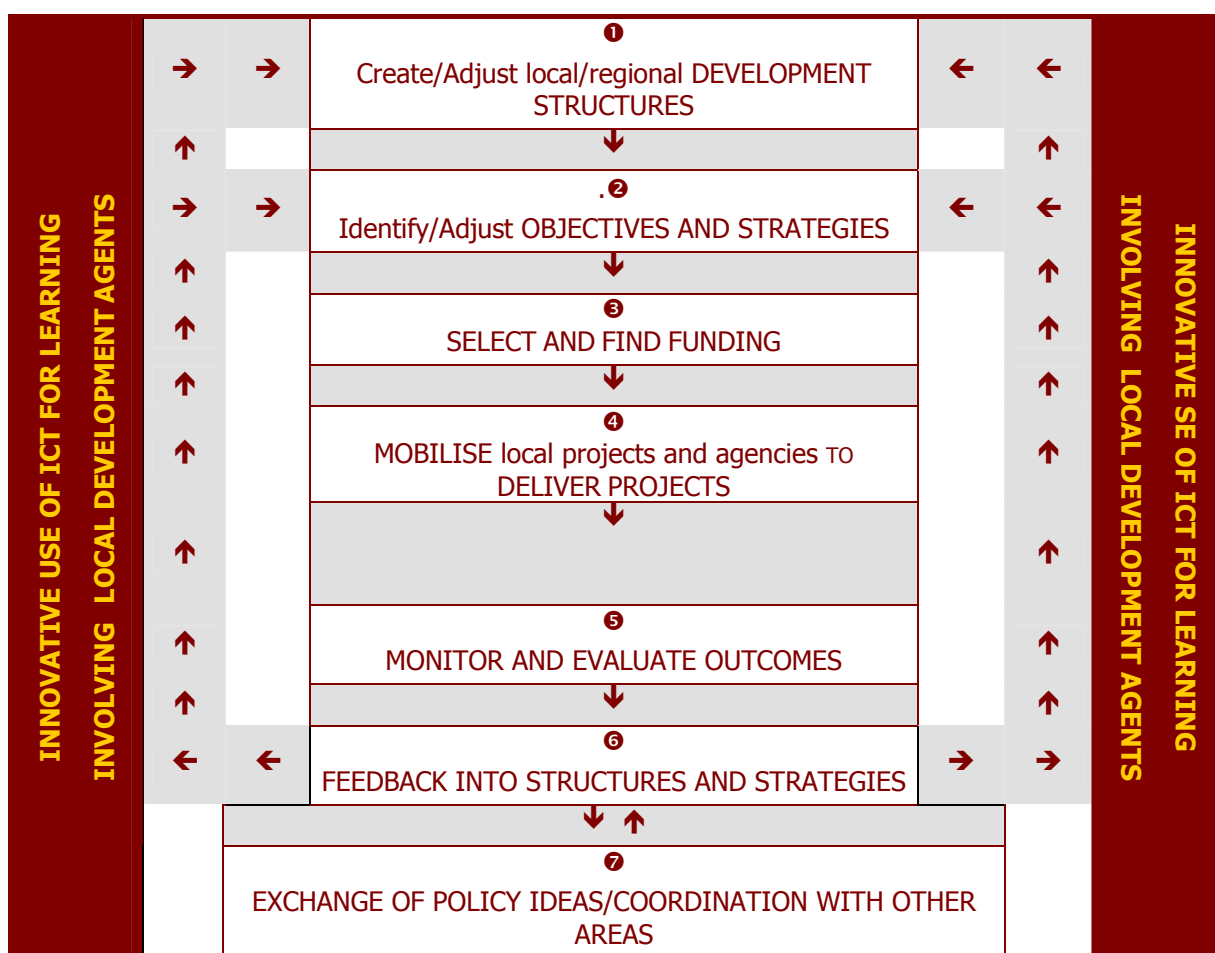
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INTRODUCTION: EL DORADO PROJECT

There is now at least a ten-year history of **European regional planners and policy makers attempting to make use of ICT to enhance the socio-economic development of regions**, and to use new and knowledge economy concepts as a basis for regional policy making and implementation. As an example of this, we can find out how the new regional policy agenda all over Europe is largely bound up with understanding and promoting new forms of relationship between the local and the global.

Existing literature also shows the **high potential of innovative use of ICT for learning** to accompany major regional projects and initiatives to **support** economic, social and "e-"**development**, particularly towards achieving a "knowledge society". The following graph illustrates how innovative use of ICT for learning could accompany the whole local/regional development process:



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The identification of the potential of the ICT use for learning is also accompanied in many cases by the **recognition of the lack of actual integration of ICT for learning policy and practice into the regional development strategies and initiatives**. This existing gap is due, among other reasons, to the lack of familiarity of regional and local policy makers with the use of ICT for learning; to the fragmentation of responsibilities concerning local/regional development; to the relative isolation of

education and training in the overall regional policy agenda and to the **lack of awareness and lack of experience** of ICT use to support learning by responsables and professionals of Regional development.

Thus, ELDORADO mainly addresses the creation of a European Learning Community for Regional Development responsables and agents, in order to address the main regional focuses, their main leanings needs and familiarize them with the use of ICT for learning, as an approach with a high unexplored potential to accompany the main RD programmes and initiatives.

The main goal of ELDORADO is to **establish a user-friendly- European Learning Community for Regional Development responsables and agents**, addressing their main leaning needs and aiming at familiarizing them with the use of **ICT for learning**. The Community is intended to become, not only an approach to support their own learning as a professional community, but also as a high potential instrument to accompany and accelerate regional innovation and socio-economic development programmes/initiatives.

The **objectives** of ELDORADO are:

- To establish a **Continuing Professional Development model** (CPD model) for Regional Development Agents (RDA) based on an integrated and contextualised use of ICT for learning;
- To **increase awareness and confidence** of Regional Development Agents community and related policy makers on the potential of ICT for learning through promoting a direct experience of learning embedded in relevant project work ;
- To **explore and collect evidence of the potential of ICT for learning** to accompany and support regional development initiatives/programmes;
- To **validate the model** and plan its dissemination and **sustainable development, upgrading and updating the model on a basis of a continuing flow of improvement**.

By establishing these objectives, ELDORADO also aims at **improving understanding of the impact of ICT and, specifically of using ICT for learning tools** on the organization of the learning processes of the regional development agents and responsables.

ELDORADO mainly addresses the **Regional Development Responsibles and Agents** which will be supported by means of a collaborative learning approach influencing the level of attention of regional and local policy makers towards the innovative use of ICT to support learning. It will also imply the active involvement of the **research community** and will aim at **influencing the regional and local policy makers**.

- **Regional Development Agents (RDA):** RD professionals working at regional and local level planning and implementing policy priorities set by RD policy-makers and senior officers.
- **Persons in charge of RD or RD policy-makers and senior officers:** policy-level decision-makers and senior officers involved in the processes of RD policy definition, implementation and evaluation in the regional public administration and related agencies, or stakeholders, such as representatives of social partners, enterprises and Chambers of Commerce, local authorities, and other high-level experts.

Its activities are organized in **6 work packages**, namely:

- 1.- Regional Development Laboratory
- 2.- Benchmark Analysis**
- 3.- Project based pilot learning
- 4.- Learning Community for Regional Development
- 5.- Feedback and sustainability
- 6.- Project management and evaluation

ELDORADO main **outcomes** include:

- **Map of main regional development priorities from a benchmarking analysis, identification of learning supply and related learning needs**
- Activation of a collaborative learning environment and learning resources
- Continuing Professional Development model tested and running, including two learning initiatives related to Regional development launched
- Sustainability plan developed
- Coordination and quality management implemented.

In the context of this project, "Collaborative learning" refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful.

3 main stages are foreseen by ELDORADO: Analysis of the State of the art and planning (including WP1); Learning design and implementation (including WPs 2 and 3) and Transversal project activities (including WPs 4 and 5). The following table synthesizes the project structure (see Work plan for further explanations):

STAGES	WORK PACKAGES	DURATION	COORDINATOR
A.- ANALYSIS OF THE STAGE OF THE ART AND PLANNING	WP1: Regional Development Laboratory	From month 1 to month 6	Scienter and BME
	WP2: Benchmark Analysis	From month 1 to month 9	FIM and Scienter España
B.- LEARNING DESIGN AND IMPLEMENTATION	WP3: Project based pilot learning	From month 9 to month 12	Tehne, BME and TKK Dipoli
	WP4: Learning Community for Regional Development	From month 12 to month 24	FUEIB and FIM
C.- TRANSVERSAL PROJECT ACTIVITIES	WP5: Feedback and sustainability	From month 1 to month 24	NADE and EIFEL
	WP6: Project management and evaluation	From month 1 to month 24	FUEIB + Scienter España

In order to obtain a comprehensive picture of the state of the art of the main regional development priorities, learning supply and related learning needs in a transnational cooperation environment, **WP1, Regional Development Laboratory** will map the current situation together with **WP2: Benchmark Analysis** and will design the *Action Plan for the development and implementation of the Learning Opportunities* identified. This will provide the necessary knowledge base to **implement the Collaborative Learning community (WP3)** by activating the Learning environment and making available the learning resources selected. This will set the basis for the organisation of the **Learning Community for Regional Development (WP4)** which will include:

- Two face to face sessions (1 initial and 1 final) for all RD agents and responsables to train plus the moderators/facilitators and experts in the field;

For this reason we propose the following structure:

- **First face to face session in Palma:** to present the methodology to the participants (2 per institution), create links with the moderators proposed and among group participants, review some key concepts and begin project proposal exercises.

- **Individual tutored period:** the moderator will guide the learning exercise actively moderating the debate after the RD projects proposed by the RDA agents and will provide customised advice on the available supporting learning materials and problem solving. It will also provide the evaluation tools

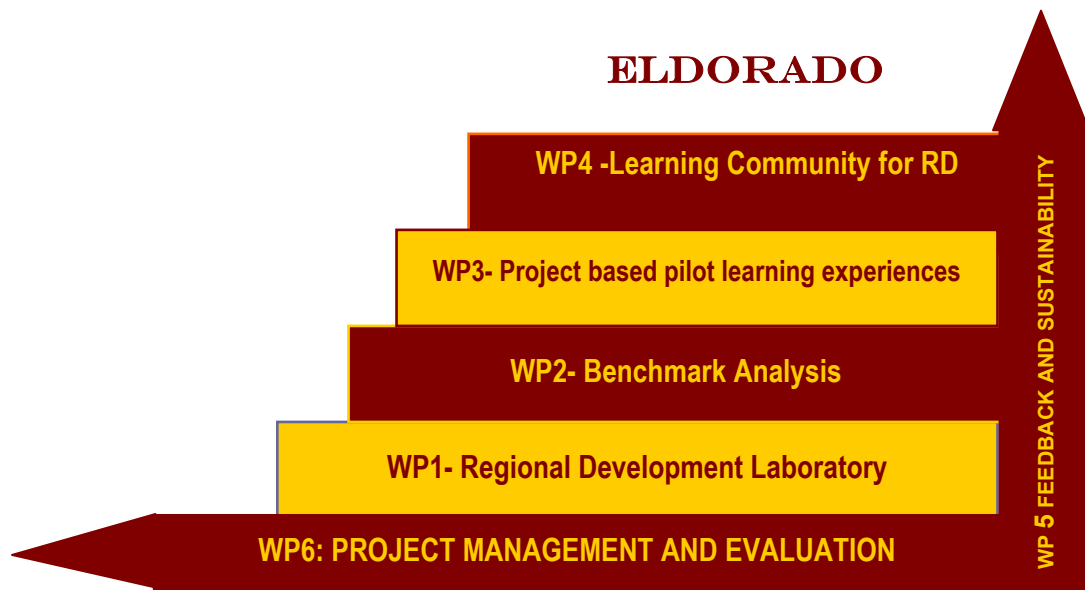
- **Second face to face session in Palma:** once the RDA agents have their Projects ready, they would meet again sharing with the group some key concepts and working in group with appointed European experts in regional development. A formative evaluation session will also take place.

- 5 facilitators and 50 Regional Development Agents and responsables trained
- eCollaborative learning environment and Model tested.

As transversal project activities that will run from the very beginning of the project until the very end, we find:

- **WP5: Feedback and sustainability**, it will validate the model and will plan its sustainable development involving different actors related to regional development (different parts and levels of Public Administration, social parts, E&T institutions, associations, teachers and learners associations...etc). WP4 will explore the future cooperation mechanisms and possibilities and will work for the enlargement and sustainability of the project. Its expected products include: a Validated environment for Regional Development collaborative learning and a Business model and business plan developed;
- **WP6: Project management and evaluation**, which is aimed at assessing and coordinating the project consortium. Its expected products include a project quality and evaluation plan, 4 evaluation reports and an Interim and Final project reports.

The following graph illustrates the evolution of the work packages within the project:



1.- ABOUT THIS DOCUMENT: PURPOSE AND METHODOLOGY

1.1 Purpose of the Document

This deliverable D3, *Action Plan for Learning Opportunities development and implementation*, is part of WP1, **Regional Development Laboratory** and follows D1 *SWOT analysis of the participating Regions* and D2, *Report on priority learning needs*.

The main purposes of this deliverable are:

- defining the basic concepts for collaborative learning and the strategy selected to identify the most appropriate resources
- setting the basis for the implementation in 2 initiatives through a collaborative learning approach (2 face to face sessions and individualised tutored learning).

This report will be initially issues in English and needs to be translated into ES, DE, FR, IT, HU, FI, RO, NO.

1.2 Methodology

In this context, the methodological design needs to incorporate:

- The results of the *SWOT analysis of the participating Regions*;
- The *Report on priority learning needs*
- The keys to better develop WP3: Project based pilot learning

The methodology has consisted in involving all partners in drafting this deliverable. The first step consists in drafting a document and asking the partners to fill in their main fields of interest.

2.- INTRODUCTION TO COLLABORATIVE LEARNING

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product.

According to Gerlach, "*Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves* (Gerlach, 1994). It is through the talk and the interaction that learning occurs.

There are many approaches to collaborative learning. A set of assumptions about the learning process (Smith and MacGregor, 1992) underlies them all:

1. Learning is an active process whereby students assimilate the information and relate this new knowledge to a framework of prior knowledge.
2. Learning requires a challenge that opens the door for the learner to actively engage his/her peers, and to process and synthesize information rather than simply memorize and regurgitate it.
3. Learners benefit when exposed to diverse viewpoints from people with varied backgrounds.
4. Learning flourishes in a social environment where conversation between learners takes place. During this intellectual gymnastics, the learner creates a framework and meaning to the discourse.
5. In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework.
6. Thus, in a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged.

Collaborative learning processes can be incorporated into a learning activity for Regional development agents in a variety of ways. Some require a thorough preparation, such as a long-term project, while others require less preparation, such as posing a question after introducing a report and asking students to discuss their ideas with their neighbours (see concept tests).

As Smith and MacGregor state, "*In collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material.*" Regardless of the specific approach taken or how much of the ubiquitous lecture-based course is replaced, the goal is the same: **to shift learning from a teacher-centered to a student-centered model.**

There are **theories on how collaborative learning improves the educational and psychological outcomes for students**. These can be broadly described as cognitive, social constructivism, and motivational.

- 1. Cognitive approach:** For learners to retain and comprehend knowledge, it must be placed in a conceptual framework (Cooper, *et al.*, 1997; Slavin, 1995). In the small group setting, *the learner has the opportunity to rehearse their understanding with others* and to be exposed to other conceptual constructs.
- 2. Social constructivism:** For knowledge to be internalized and a framework established, a social discourse must first take place. It is this discourse that leads to the conceptual framework in which to relate the new knowledge (Bruffee, 1992). As MacGregor states, "*Knowledge is shaped, over time, by successive conversations, and by ever-changing social and political environments*" (MacGregor, 1990). Feminist pedagogy contains many of the same ideas of social constructivism (Belenky, *et al.*, 1986).
- 3. The motivational theorists** believe that the *inherent structure of cooperative learning creates an environment which motivates learning*. For instance, if group and individual performances are components of the final assessment, individuals are motivated not only to learn the material but also to encourage all group members to understand the basic underpinnings of the knowledge. Hence, there is a driving force to foster positive interdependent relationships between group members. That is, cooperative learning creates a "One for all and all for one attitude." (Alexandre Dumas)

3.- ADVANTAGES AND DISADVANTAGES OF COLLABORATIVE LEARNING

ADVANTAGES	DISADVANTAGES
You can usually get a lot more done in a shorter amount of time.	People need to go at different speeds.
Each member of the group has something unique that he/she can contribute.	Someone may try to take over the group.
I am able to learn more, and truly understand things better.	Quiet people may not feel comfortable.
If I am clueless on something a partner may be an expert on it.	Sometimes people just don't get along.
Students can relate to one another more easily than to a teacher.	People may not pull their weight (some group members may not contribute to the activity, therefore one or two people end up doing all the work.)
You learn about social skills (such as cooperation, teamwork, and communication skills) while you learn about issues that affect your professional development	A concept may not be understood as well if a person doesn't have to figure it out.
You can have fun while learning!	The time spent talking about irrelevant topics can be high if not controlled

Source: own sources

4.- EL DORADO APPROACH

4.1 Roles involved

A.- FACILITATOR: It will be the "bridge" between the moderator (teacher) and the participants; it will belong to the partnership ELDorado: there will be one facilitator per region (9 in total) so as to be sure that there would be someone from each region participating as European bridge and being sure it does inform on the activities of all the other regional groups.

The main roles would be: coordinate the work per country or group of countries; be the reference of the project ELDorado in the learning process and solve doubts, questions, suggestions, etc.; "provoke" or ease the collaborative work between countries.

The facilitator will be responsible for:

- 1) *Relationship with the content* of the educational process: starting from the selection of training themes (filling in of the table indicated under the "training themes per country" section together with the moderator) and updating the contents viewed as necessary together with the moderator;
- 2) *Relationship with the trainee:* promoting Exchange of ideas and debate at ELDORADO group level, evaluating the progresses of the group with the moderator and setting the basis for the end of the training;
- 3) *Relationship with other facilitators:* setting dates for Exchange of feedback and learning from others as key to inter-cultural Exchange;
- 4) Relationship facilitator- Eldorado.

B.- MODERATOR: there will be at least a moderator per country: will be in charge of the teaching and guide through the learning process (will plan, implement and evaluate learning activities; will establish with the help of the facilitator collaborative tasks with other working groups from other countries; will share and propose to other moderators materials, exercises, practices, etc.,)

The moderator will be responsible for:

- 1) *Relationship with the content* of the educational process: selection of training themes together with the facilitator and adaptation of training themes to the national/regional/local context. Updating the contents viewed as necessary together with the facilitator.
- 2) *Relationship with the trainee:* aiding each trainee to analyse the benchmarking results, promoting and animating debate, evaluating the progress with the moderator and setting the basis for the end of the training
- 3) Relationship with other moderators: setting dates for Exchange of feedback and learning from others as key to inter-cultural Exchange.
- 4) Relationship facilitator- Eldorado.

C.- PARTICIPANT or learner: or (LDA Local Development Agents or RDA Regional Development Agents and/or decision makers). They will be the target group of the learning strategy. The number of participants s can vary from 5 to 15 per country –the ideal number would be around 10-.

4.2 Technology

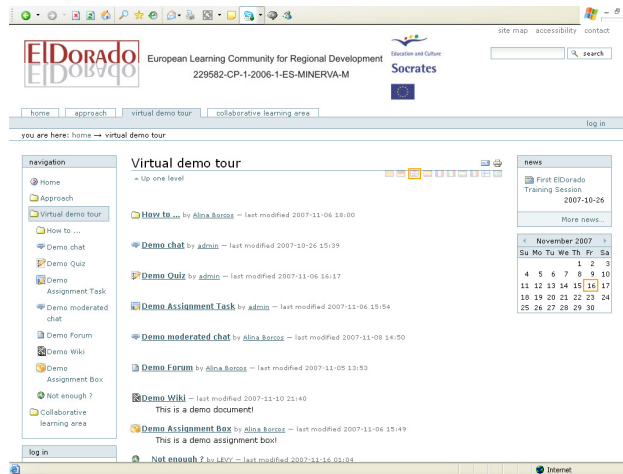
In a meeting held in Palma on October the 4th and 5th amongst TEHNE and FUEIB with the consensus of the rest of the partners it was agreed to use **PLONE** as the learning platform of the project due to: characteristics of the tasks to be developed, experience of the members of the projects on its management and functionalities, “stability” of the tool:

<http://zope.reu.pub.ro/eldorado>

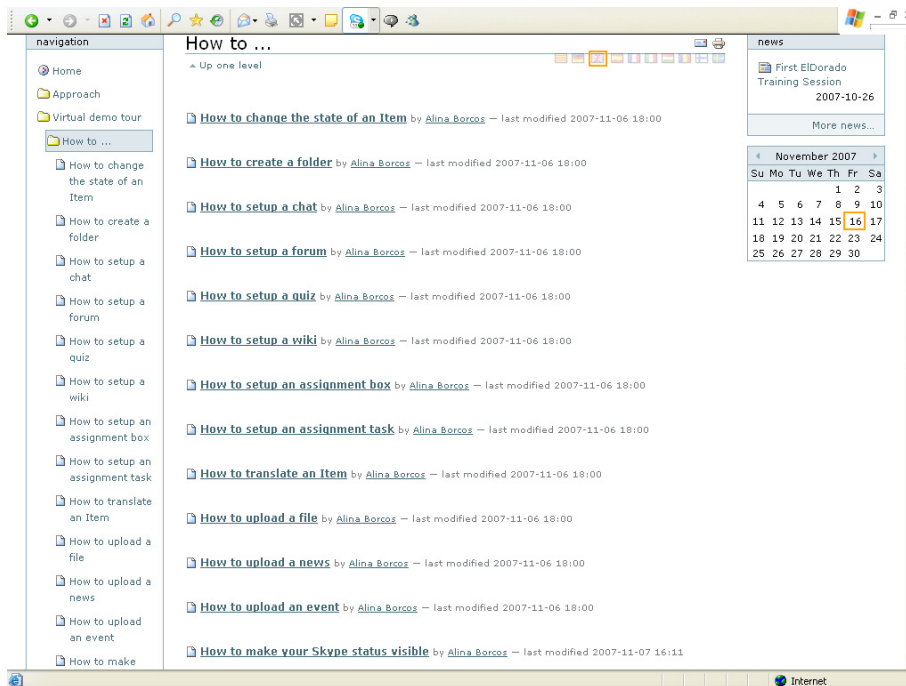
Logins and passwords would be updated with the data of the participants: the proposal was to make them up with the login: name.surname and password: eldorado2006 (example: for Nadine : nadine.jouanen - eldorado2006)



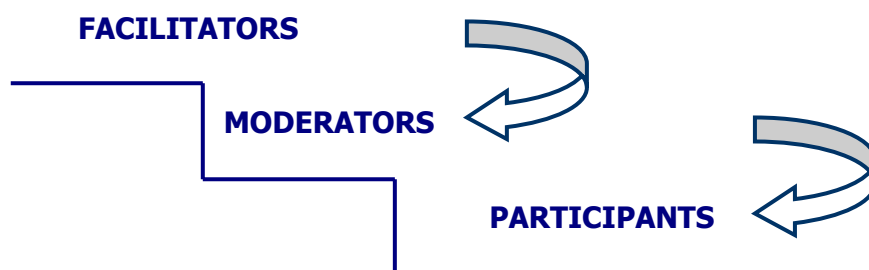
In the virtual demo tour, there are moderatorials on *How to*:



Under the how to, we can find the instructions to use the collaborative platform and the tools designed: *state of an item, create a folder, set up a chat, forum, quiz, wiki, assignment box (to work at the same time), assignment task, translate an item, download a file, news, event and making your skype address visible*.



There will be 3 forums that would have rights from the top (the facilitators) to the bottom (the participants): The facilitators would have right to see and comment over the forum of facilitators, moderators and participants, moderators over moderators and participants and participants only over participants:



4.3 Target group

Initially, the design was intended to involve 5 facilitators and 50 Regional Development Agents and responsables: **during the meeting held in Norway, it was decided to have 1 facilitator per country, so the numbers would be: 8 facilitators:**

COUNTRY	INSTITUTION	FACILITATOR
Finland	TKK DIPOLI	Matti Sinko
France	EIFFEL	Nadine Jouanen
Hungary	BME	Denes Zarka/Eva Szalma*
Germany	FIM	Thomas Kretschmer
Italy	SCIENTER	Monica Turrini
Norway	NADE	May Woldsnes
Romania	Tehne	Gabriel Dima/ Alina Borcos*
Spain	FUEIB and SCIENTER España	Rubén Comas/ M. Begoña Arenas*

* to be decided

The moderators will be:

COUNTRY	INSTITUTION	MODERATOR
Finland	Uusima Regional Council	Jan-Henrik Johannsson
	Laurea	Hannu Nyqvist
France	EIfEL	Remy Levy
Germany	To be determined	
Italy	Birda	Cristina Ursan
Romania	DC	Mihaela Muresan –
Spain	UTEDLT	Lucas Bonachera
	University Illes BALEARS	Marga Castells
Hungary	To be determined	
Norway	Sogn of Fjordane UC	Oddbjorn Bukve

As already mentioned, The number of participants s can vary from 5 to 15 per country –the ideal number would be around 10-. **Both facilitators and moderators will be present in the Palma sessions.**

4.4 Learning Content

According to the results of the brainstorming exercise carried out in Palma last 9 November 2007:

Results Group 1:

- Create a network between the participants after the project - reflect on the creation of the network. The collaboration and the enhancement of the participants is an issue in itself
- Innovation and European funding
- Self employment orientation, creation of new business based on innovation to follow up a differentiation in the region (processes, services,
- Over qualification and lack of opportunities for work
- Drop out from educational system at any level
- Poor situation in term of educational and training processes both in term of demand and offer
- How to transform people working in administration and responsible of learning points of regional elearning system (self) in facilitators in innovation process in public administration

- Anticipate the crisis situations in the region (in all sectors) detect, identify, launch programmes to prevent crisis
- Immigrants, integration (social, economical) and some times over qualification
- Sustainable development in social, economical, environmental ways

Results Group 2

- Missing ppp (private-public-partnerships) (HU)
- Environment and regional development (ecological sustainable development) (FR)
- New economy/innovation in the region (comprehensive concept) (FR)
- Business intelligence' (FR)
- Funding (resources) (And- ES)
- Project management (And- ES)
- Support for business starters/innovators (And- ES)
- Managing conflicts (FR)
- Monitoring of business needs and feeding it into training providers (RO)
- Citizens' participation (FI, NO, RO)

Results Group 3:

- Fear of losing highly qualified workers
- Need to improve networking skills
- Need to improve Communication techniques
- Fear of "Extreme Innovators": actors interested in innovation policies
- Fear/problem: non-EU immigration (Chinese...)
- Citizen's collaboration and participation in key issues.

The partners will need to fill in the following Table:

Name of Moderator: Date, Region and country:			
THEME	MARK WITH X	REASONS FOR SELECTING THE THEME	NOTES
Networks and network creation			
EU funding			
Self employment and support for business starters			
Qualification and work opportunities			
How to tackle crisis situations			
Social inclusion			
Sustainable development			
Innovation			
Monitoring of business needs and feeding it into training providers			
Citizens' participation			
Communication techniques			
Other, please specify:			
-			
-			
..etc. (add lines if necessary)			

4.5 Organisation of Learning

1.- Results of the benchmarking exercise

Each group will analyze and exchange feedback about the results of the benchmarking exercises in their territories of reference.

2.- Training themes per country

Each facilitator should send some key information to be agreed with the moderator and trainees for his/her country. We propose the following Table:

Region and Country	<i>Andalusia, Spain</i>
Name of facilitator	-
Content selected	<i>Self employment and support for business starters</i>
Title of Training	
Learning outcomes	<i>After the training, the trainees will:</i>
Preparation	<i>Describe any preparation that the training will need to do before the session e.g. send materials by email, arrange the time of meeting, send introductory message...etc.</i>
Procedure	<i>Describe in step-by-step what the trainer must do at each stage of the training.</i>
Timings	<i>Say how long the training might take</i>
Discussion	<i>Provide some questions to provoke discussion about what has been discussed and learnt</i>
Acknowledgements	<i>If the material has been adapted from a particular project then state – ‘adapted with permission from “Regional Development Project training handbook”.</i> <i>If you are the author state this e.g. originated by M. Begoña Arenas from Scierter España.</i>
Materials	<i>The supporting materials to be used in the training are likely to be of two main types:</i> <i>(1) Materials to be used in the session to stimulate discussion or activity e.g. information cards, task sheets describing what they have to do</i> <i>(2) Handouts which summarise the main points made in the session that you want the RD practitioners to remember and to keep as a record.</i>

4.6 *Timing*

This would be a initial proposal:

- **Theoretical approach and introduction:** ·Months 1, 2 & 3: Presentation of Local development exemplar cases and set tools to analyze them (benchmarking results, collaborative Swots...etc) i.e.: In Spain there is little communication between policy makers and local development agents... this would be a theme to start.
- **Case analysis, work methodologies analysis (scenario planning, desk research, project planning, etc...) and share of experiences:** ·Months 3, 4, 5, 6, 7: Case studies and interim evaluation.
- **Problem solving: generation of solutions, strategies, analysis of potentialities based on real or fictitious situations** (by countries or by "associations" of countries or all the partners). The second meeting in Palma could be either a kick-off or an interim evaluation of this proposed learning process: ·Months 8, 9, 10, 11: Problem solving. The facilitator proposes situations and the group will collaborate to propose solutions.
- **Evaluation** (although there will be evaluation running during all the process): Month 12: Reflections and joint evaluation.

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ANNEX 1: TABLE ORGANIZING "WHO DOES WHAT BY WHEN" DRAFT

WHO	ROLE	WHAT TO DO	BY WHEN
Facilitators	<p>To coordinate the work per Region/country; to be the reference of the project Eldorado in the learning process and solve doubts, questions, suggestions, etc.; "provoke" or ease the collaborative work between countries. The facilitator will be responsible for:</p> <ul style="list-style-type: none"> • <i>Relationship with the content</i> of the educational process; • <i>Relationship with the trainee</i>: promoting Exchange of ideas and debate at ELDORADO group level, evaluating the progresses of the group with the moderator and setting the basis for the end of the training; • <i>Relationship with other facilitators</i>: setting dates for Exchange of feedback and learning from others as key to inter-cultural Exchange; • <i>Relationship facilitator- Eldorado</i>. 	Meet with the moderators and the participants to organize the learning, select the themes. <i>Translate/adapt this ACTION PLAN FOR LEARNING if necessary. Fill in and send Annex 2.</i>	Before Xmas
		Work with the moderator to adapt and organize the learning (fill in the content table and set timings). <i>Fill in and send Annex 3</i>	January 2008
		Start the learning process	Beginning February 2008
		<i>Partners' meeting in Bucharest</i>	<i>March 2008</i>
		Promote debate	February-May 2008
		Obtain the progress reports from the moderators and evaluate the groups dynamics	February-May 2008
		Meet and exchange ideas with the other facilitators	December 2008
		Meet with the facilitators and the participants to organize the learning, select the themes and send the table/s filled in	Before Xmas
		Make up a proposal to adapt and organize the learning (fill in the content table and set timings)	Before Xmas
		Meet the facilitator to exchange ideas and agree on timings	January 2008
Moderator	<p>He/she will be in charge of the teaching and guide through the learning process (will plan, implement and evaluate learning activities; will establish with the help of the facilitator collaborative tasks with other working groups from other countries; will share and propose to other moderators materials, exercises, practices, etc.). The moderator will be responsible for:</p> <ul style="list-style-type: none"> • <i>Relationship with the content of the educational process</i>: selection of training themes together with the facilitator and adaptation of training themes to the national/regional/local context. Updating the contents viewed as necessary together with the facilitator. • <i>Relationship with the trainee</i>: aiding each trainee to analyse the benchmarking results, promoting and animating debate, evaluating the progress with the moderator and setting the basis for the end of the training • <i>Relationship with other moderators</i>: setting dates for Exchange of feedback and learning from others as key to inter-cultural Exchange. • Relationship facilitator- Eldorado. 	Meet with the participants and explain the organization of learning	January 2008
		Start the learning process	Beginning February 2008
		Evaluate learning outcomes	February-May 2008
		Meet and exchange ideas with the other moderators	February-May 2008
		Fill in progress reports every month. <i>Fill in monthly and send annex 4.</i>	February-May 2008
		Fill in together with the facilitator the final learning report <i>Fill in and send annex 5.</i>	May 2008

WHO (Cont.)	ROLE	WHAT TO DO	BY WHEN
Participants	LDA Local Development Agents or RDA Regional Development Agents and/or decision makers). They will be the target group of the learning strategy. The number of participants can vary from 5 to 15 per country –the ideal number would be around 10-.	Meet with the moderators and the facilitators to organize the learning, select the themes Participate actively to the collaborative processes and the learning Propose activities and question/queries to activate the learning process Participate actively to the evaluation activities	Before Xmas February-May 2008 February-May 2008 February-May 2008

ANNEX 2: TABLE FOR SELECTION OF CONTENTS

(to be filled in by the facilitator Before Xmas 2007. Use as model, change/adapt as necessary)

Name of Moderator:			
Date, Region and country:			
THEME	MARK WITH X	REASONS FOR SELECTING THE THEME	NOTES
Networks and network creation			
EU funding			
Self employment and support for business starters			
Qualification and work opportunities			
How to tackle crisis situations			
Social inclusion			
Sustainable development			
Innovation			
Monitoring of business needs and feeding it into training providers			
Citizens' participation			
Communication techniques			
Other, please specify:			
-			
-			
..etc <i>(add lines if necessary)</i>			

ANNEX 3: TABLE FOR ORGANIZATION OF LEARNING
(to be filled in by the facilitator by Jan 2008. Use as model, change/adapt as necessary)

Region and Country	Andalusia, Spain
Name of facilitator	-
Name of moderator	-
Names of Participants	
Content selected	Self employment and support for business starters
Title of Training	xxx
Learning outcomes	After the training, the trainees will:
Preparation	Describe any preparation that the training will need to do before the session e.g. send materials by email, arrange the time of meeting, send introductory message...etc.
Procedure	Describe in step-by-step what the trainer must do at each stage of the training.
Timings	Say how long the training might take
Discussion	Provide some questions to provoke discussion about what has been discussed and learnt
Acknowledgements	If the material has been adapted from a particular project then state – ‘adapted with permission from “Regional Development Project training handbook”. If you are the author state this e.g. originated by M. Begoña Arenas from Scienter España.
Materials	The supporting materials to be used in the training are likely to be of two main types: <ul style="list-style-type: none"> • Materials to be used in the session to stimulate discussion or activity e.g. information cards, task sheets... • Handouts which summarise the main points made in the session that you want the RD practitioners to remember and to keep as a record.

ANNEX 4: DRAFT PROGRESS REPORT

(to be filled in by the moderator every month. Use as model, change/adapt as necessary)

Region and Country	-
Name of facilitator	-
Name of moderator	-
Names of Participants	-
Date	-
Describe how the learning is progressing	
Problems encountered	
Proposal to face the problems encountered	
Notes:	

ANNEX 5: FINAL LEARNING REPORT

(to be filled in by the moderator at the beginning of June 2008)

Proposed Table of Contents

(Initial proposal, change/adapt as necessary)

- 1.- Selection of themes (describe annex 2)*
- 2.- Organization of Learning (describe annex 3)*
- 3.- Description of Main Learning hits (Summary of Progress report – annex 4 as model)*
- 4.- Problems encountered and solutions to tackle them*
- 5.- Conclusive remarks*