



Summary of the Regional Needs Analysis

THE USE OF WEB 2.0 IN
VET AND ADULT
TRAINING IN WALES

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Preface

This regional needs analysis summarises the current usage, trends and barriers in the use of web 2.0 applications within VET and adult training in Wales, UK. It will be the used, together with similar reports from the other European Regions in the SVEA project, for the development of the SVEA web 2.0 training system and the collaborative platform aimed at strengthening the web 2.0 uptake within adult training institutions in Europe.

The analysis provides a brief summary of the current use of ICT and web 2.0 technologies generally in the UK before outlining the needs, trends and barriers of integrating web 2.0 applications in VET and adult training.

Personal telephone/face-to-face meetings were held with 10 different institutions and agencies involved in VET and adult training in Wales. Each interview explored the current use of web 2.0 applications in VET delivery, the potential for its use in the future, and the training needed by institutional staff to use web 2.0 tools effectively. The outcomes of these interviews were synthesised in a document that then formed the basis for discussions at a Regional Round Table meeting. This report summarises the training needs identified.

About SVEA

SVEA addresses the collaboration and web 2.0 skills of teachers and trainers in both VET and adult training institutions, with a special focus on personnel and organizational development. Providing these institutions with the means for target oriented communication and knowledge exchange, it will stimulate active co-development of organisational processes and tools, and will at the same time enable teachers and trainers to use those tools to empower learner-centred and self paced teaching.

SVEA will develop an online platform offering custom web 2.0 tools for trainers and teachers, combined with both an online and a face to face training programme to help the target group to master these web 2.0 applications. Guidelines and training material will also be designed to guarantee successful implementation.

SVEA's goal is to cultivate new work processes and communication strategies through the use of net-based technology. Upgrading e-skills in VET and adult training institutions will foster innovation and change in personnel and organisational management.

1. Current ICT and Social Media usage in the UK

For web 2.0 usage to be effective in education it is important that the general population has an appropriate level of ICT skills and familiarity with the use of the internet. This section presents statistical information that describes the current usage and skills in the UK. The overall picture is that ICT skills and internet usage is increasing year on year and that the use in education is becoming more effective as a result.

In the UK¹ 77% of the population had access to the internet in 2009 and 69% had broadband connectivity. 83% of young people and 60% of those over 24 years old reported using the internet on a daily basis. 66% had used the internet to purchase goods or services in the past year.

The proportion of people using ICT in their jobs in the UK was 77% in 2009² and a direct link has been shown between digital life skills and employability. 24% of companies surveyed said that ICT skills needed to be improved in the workforce and 72% had increased their training spend to address that skills gap. As a result of recent government policy to concentrate public funding of adult skills provision on longer qualification-bearing courses, however, there has been a decrease of more than 50% in publicly-funded ICT course enrolments since 2005. A digital life skills agenda has been proposed for to address this issue and provide for the estimated 11m digitally excluded adults in the UK today.

In practice, the UK population largely gains its ICT skills through informal self-study and practical experience. The internet has made this much easier by providing just-in-time access to guidance materials for both hardware and software. For basic ICT skills this, together with the local support community of practice represented by friends and family, is sufficient. Most domestic PC and internet users are able to develop the skills they need to create basic documents, use email and engage with social networking sites without formal training. For anything beyond the basics, however, informal unstructured ICT skills development is both inefficient and ineffective. This applies as much to individuals employed in education as in other industry sectors and the SVEA project will contribute structured training opportunities in the use of web 2.0 applications in that sector.

An analysis of the purpose of using the internet in the UK population shows that the primary motivation is accessing information using search engines and that education

Industry	Share of UK Internet visits
Search Engines	12.16%
Social Networks and Forums	10.61%
Entertainment	11.80%
Shopping and Classifieds	8.74%
Business and Finance	6.48%
Webmail services	3.63%
News and Media	6.20%
Sports	3.09%
Travel	3.34%
Education	2.66%
Source: Experian Hitwise	

was a small but significant reason for internet usage. It is clear that the internet is used for multiple purposes and that the population uses search engines *and* social network sites *and* webmail, etc, when they go online.

In 2009, 80% of the UK internet users visited a social networking site, a 9% growth over 2008. Facebook remains the most popular social networking site with visitors growing

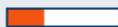
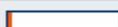
¹ http://epp.eurostat.ec.europa.eu/portal/page/portal/information_society/data/main_tables

² Digital Britain: Creating Skills for the Digital Economy, submission to Lord Carter by eSkills UK and Skillset, 2009

by 57% to nearly 24 million between 2008 and 2009, whilst Bebo, fell by 28% to 8.5 million visitors over the same period. A particularly interesting statistic is that, in the UK, the use of Twitter increased by over 3,000% between 2008 and 2009! In the UK the amount of time people spend per month on social networking sites is amongst the highest in the world at 6 hours. A current indication of social networking site usage in the UK is shown below³.

Top Social Networking Websites

The following report shows **websites** for the industry 'Computers and Internet - Social Networking and Forums', ranked by **Visits** for the **week** ending **20/02/2010**.

Rank	Website	Visits
1.	Facebook	51.05% 
2.	YouTube	17.04% 
3.	Twitter	2.10% 
4.	Bebo	2.03% 
5.	MySpace	1.40% 
6.	Yahoo! Answers	1.02% 
7.	Google videos UK	0.88% 
8.	Club Penguin	0.70% 
9.	Windows Live Home	0.67% 
10.	Yahoo! UK & Ireland Answers	0.55% 

2. The Current Use of Web 2.0 Applications within VET and Adult Training

The current use of web 2.0 applications in the education sector in Wales was surveyed through telephone/face-to-face interviews with key representatives of 10 institutions/organisations representative of VET & Adult training in the region. The outcomes of these interviews were combined in a spreadsheet to present both quantitative and qualitative data. The document is available on the SVEA Wiggio website⁴ and the statistics of web 2.0 usage are included in Annex II at the end of this report.

A Regional Round Table meeting was held with representatives from each of the 10 institutions and the outcomes of the survey discussed. The current use and understanding of web 2.0 applications in education was considered as well as the future potential of the technology in enhancing educational delivery.

The meeting concluded with a discussion of the training that institutional staff needed in order to exploit the benefits of web 2.0 applications in the delivery of VET and adult training. The outcomes of the discussion are summarised in this report.

2.1 Current use and knowledge of web 2.0 tools in the participant organisations

All of the people interviewed were fully aware of the range of web 2.0 applications available on the internet and their usage in a social context. Many

³ <http://www.clickymedia.co.uk/2010/02/social-media-statistics-february-2010/>

⁴ http://wiggio.com/#tpl=folderlist_219508

of the most popular applications were regularly used; Facebook being the social networking application of choice, YouTube and Flickr for video and photo sharing, LinkedIn for professional networking and, increasingly, Twitter for daily networking.

As far as the participant organisations were concerned, however, the picture was very mixed. The range of personal usage by staff, first of all, covered the entire spectrum from just basic email and web browsing through to active blogging and the regular use of Facebook and other applications. The institutions also varied from having a very positive approach to the use of such tools, to the banning of use by both staff and students for control and security reasons.

2.2 What are the barriers to the use social media tools within the organisations and their training delivery?

2.2.1. Culture / Acceptance

- The traditional educational culture: The tertiary educational sector in the UK has established processes and procedures that change very slowly. They are closely linked to academic quality issues and a perception that the UK model is proven and should be preserved;
- The attitude of staff: Staff in VET and adult education are typically mature practitioners, often coming into education after a vocational career. As such, they are currently amongst the least active internet users and, as a consequence, the least likely to have either the skills or motivation to use social media tools in their delivery;
- The mixing of work and social life: There was evidence that some students were uncomfortable with mixing their social networking media with their work environment. There was also evidence that staff felt uncomfortable with the implied social nature of the interaction as a 'friend' of their students.

2.2.2. Structural /Institutional barriers

- Managerial control: The use of web 2.0 applications in both training delivery and in institutional management is regarded as a potential risk by institutional management. It is concerned about the control and security of information and the duty of care it has for younger students.
- Legal responsibility: The recent Digital Economy Act in the UK imposes significant responsibility on institutions for the actions of both staff and students in the use of digital assets on the internet. Institutional management tends to be risk-averse and, when unsure of the consequences, will prevent access to online resources and services;
- Institutional policy: Several of the institutions had no institutional policy regarding the use of the internet in teaching delivery. As a result of this, there were no policies, procedures or processes available to staff involved in curriculum design and delivery;
- Technical reliability and support: Teachers were concerned that reliance on technologies that were outside their control could impact on delivery and were a risk. Institutional managers were unclear about the implications for technical support and whether they had the capacity to service the needs of teachers in using web 2.0 applications.

2.3 What are the benefits for teachers and learners to use web 2.0 applications?

- Web 2.0 is a fundamental tool for modern educational delivery, particularly where a learner centred model of learning and teaching is applied. The effective delivery of VET involves people working in different places and requires more flexible, collaborative and interactive learning tools. Web 2.0 provides those tools;
- VET and adult learning takes place in the workplace and at home as well as in the institutions. Web 2.0 applications facilitate online distance learning in a very efficient and effective way;
- Web 2.0 is not only advantageous as a method of delivering flexible and user-centric learning, it is also an important subject to be learned about in its own right. Learners will gain essential ICT skills as well as the subject specific skills;
- The advantage for institutions in the use of Web 2.0 tools is, amongst other things, in the cost effective way it allows learning to be delivered. By employing cloud computing resources and learner owned equipment, the investment required for course delivery is significantly reduced;
- Adult learning involves the development of new underpinning knowledge and practical skills development and the integration of this with existing professional work-based competencies. Web 2.0 facilitates a discovery learning approach and allows learners to manage their development in a way that suits their personal requirements and circumstances. It also blurs the distinction between formal and informal learning as the learner is able to take much more control and responsibility for where and when they study, and how they access their learning resources;

2.4 What are the success factors that will encourage web 2.0 uptake?

- Demonstrable effectiveness: Both teachers and institutional managers need to be convinced that the use of web 2.0 tools is clearly beneficial compared with the conventional tools of educational delivery. If only the same benefits or marginally improved benefits are demonstrated, then institutions will not be motivated to change;
- Security and reliability: The systems used for educational delivery must work every time, must have no technical weaknesses and must ensure that data, both personal and for academic quality purposes, is protected and private. Institutions will only use web 2.0 applications if they do not compromise or weaken business processes;
- Sustainability: Institutions need to be convinced that web 2.0 is the future for education and that the time invested in developing new delivery systems that involve these applications will not be wasted. If the argument is convincing, then the implication is that *the whole institution* will use web 2.0 resources and the decision is therefore mission-critical;
- Cost-effectiveness: A key message that arose from the regional round table discussions was that web 2.0 needed to deliver on its promise of being significantly more cost-effective for it to be adopted. This was seen to be the major selling point in times when public sector funding is under great pressure.

3. Use of Web 2.0 Tools within Training Courses

The regional round table followed the proposed format of scenario building and discussed the issues from the point of view of the trainers and also of institutional managers. The outcomes had a number of common elements:

3.1. Trainers

The group identified that most of the points on the list in the discussion template were valid and should be used as the basis for new course development. Whilst collaboration was high on the agenda, it was felt that this was more appropriate to 'experienced' adults rather than undergraduates in some cases or younger learners. 'Content light' courses with only outcomes provided allowed learners to explore using a range of Web 2.0 tools as part of the discovery learning model, however it was felt that a more structured and managed approach was needed for younger learners.

The group agreed that the benefits to the teacher, the learner and the institution must be demonstrated before Web 2.0 could be integrated into learning. It was felt that technology enhanced learning and Web 2.0 in particular would only become embedded with greater understanding of course design and the adoption of learner centric models that provided a range of tools for teachers to 'select' and integrate into their courses.

The issues of security were raised once more and the halfway house model would allow institutions to maintain their 'duty of care' and embrace new Web 2.0 tools.

The training materials that need to be developed to support the project will therefore need to be Web 2.0 based, demonstrate effective practice and be accessible online in bite sized chunks of learning. In the future it was expected that learning technologies should have a much higher profile in Post Graduate qualifications for any new teacher at any level.

3.2. Managers

The group considered the scenario briefing paper and, as with the trainers, agreed that most of the elements on the wish list were desirable. They also agreed that there was a significant staff skills deficit that needed to be addressed.

There was a general view that significant progress in achieving staff engagement with the use of web 2.0 tools would only be achieved if clear benefits could be demonstrated *for the individuals involved*. Even management directives that obliged staff to undertake training would not be effective if staff thereafter did not apply those skills.

The discussion that followed about appropriate online training materials for staff highlighted the following factors:

- The need to keep it simple, focussed and personally adaptable. Materials that both satisfied the basic needs of late adopters and allowed relatively skilled users to cherry-pick to fill holes in their knowledge;

- The attraction of micro-modules of just-in-time learning that could be assimilated by staff in a lunchtime-length break;
- The need to include (and encourage staff to use) discovery learning opportunities to drill down to the level of detail they were personally looking for;

It was agreed that the proposed learning object framework would be appropriate for these requirements and that it would cater for the needs of both managers and trainers.

4. Future Trends in VET and Adult Training

The future trends identified during the interviews with the experts in Wales were very similar to those listed in the Baden-Württemberg report and it was agreed that these should be supported:

- Training at work is becoming more important. Therefore the concentration on and availability of information is relevant as well as the flexibility to offer tailored courses. This can be offered more easily by using flexible web 2.0 applications.
- Learning at workplace requires fast access to knowledge, information and expertise. The learning content has to be provided in a more flexible manner, e.g. adequate for mobile devices.
- A mixture of face-to-face and online training is becoming important as it offers more flexibility. But the face-to-face exchange with other learners who are in the same boat will not totally disappear. It will remain important.
- Things are becoming more Internet based. The Internet will become a real asset to the trainings.
- The use of web 2.0 tools within the preparation and the follow-up phases of training courses will increase.
- Due to the increased use of smart phones and other mobile devices, the offer of as well as the demand for mobile and game based learning will grow.
- Due to the omnipresence of the Internet in private and professional life and also the broad acceptance of the Internet as a relevant source of information informal learning via the Internet will increase. The challenge for the learner will be to handle this large information flow.
- The trainer's role will change: It will be more and more a moderator offering a framework for learning to the learners, guiding them through the information to gain the relevant knowledge. The learners will generate the learning content on their own by using collaborative online tools.

The general consensus expressed by participants in the regional round table meeting in Wales was that Web 2.0 and the internet generally was having a profound impact on the way society communicates and accesses resources. It was agreed that the impact on education would be part of that change and that the SVEA project had the potential to contribute significantly to supporting institutions as they adopt the new technologies and applications.

Annex I: Brief description of the stakeholders participating in Wales, UK.

The following institutions and organisations were involved in the regional needs analysis phase in Wales, UK:

I. Public Training Institutions

Coleg Sir Gâr, Llanelli

- Is a public-funded further and higher education institution;
- Has 12 years experience of online distance learning delivery using its own online learning environment;
- Has converted to the use of Moodle and uses wikis, blogs and the Joomla document management application;
- Has been a partner in several online learning development projects, including the testing of web 2.0 applications

The University of Glamorgan, Pontypridd

- Is a public funded UK university;
- Has a dedicated *Centre for Excellence in Teaching and Learning* that has responsibility for the development of TEL (Technology Enhanced Learning) across the institution;
- Has participated in a number of major international e-learning initiatives;
- Has led projects involving the testing of web 2.0 applications in education.

Swansea Metropolitan University, Swansea

- Is a public funded UK university;
- Uses the Blackboard online learning environment, primarily for campus-based students;
- Is currently revising its teaching and learning strategy, particularly with regard to the use of TEL;
- Has led projects involving the testing of web 2.0 applications in education.

Trinity University College, Carmarthen

- Is a public funded UK university;
- Uses the Blackboard online learning environment, primarily for campus-based students;
- Has participated in a number of major e-learning initiatives;
- Is leading a major VET initiative involving a number of the other institutions in this survey.

Swansea College, Swansea

- Is a public-funded further and higher education institution;
- Has a small dedicated team for the development of TEL in the institution;
- Uses Moodle as an online learning environment and has student and staff desktop portals to access resources;
- Has led and participated in a number of major e-learning initiatives.

Gwent College, Usk

- Is a public-funded further and higher education institution;
- Uses Moodle as an online learning environment;

- Has carried out a formal survey of staff use of TEL and web 2.0 applications in their teaching;
- Results showed that 40% use YouTube, 20% use Wikipedia and 10% use Facebook.

Ystrad-Mynach College, Ystrad-Mynach

- Is a public-funded further and higher education institution;
- Uses Moodle as an online learning environment and Mahara as an e-portfolio;
- Uses the wiki and blog in Moodle and Mahara. Also experimenting with podcasts and webcasts;
- Institution currently blocks Facebook and other social networking sites.

Pembrokeshire College, Haverfordwest

- Is a public-funded further and higher education institution;
- Uses Moodle as an online learning environment. Well established use across the institution;
- Widespread awareness by staff of web 2.0 potential, but currently using the functionality available through Moodle;
- Institution has participated in a number of collaborative e-learning projects.

Maes-yr-Yrfa School, Llanelli

- Is a public funded secondary school;
- Limited use of Moodle by small number of staff;
- No technical support available;
- Example of the limited penetration of web-based technologies in the schools sector in the UK.

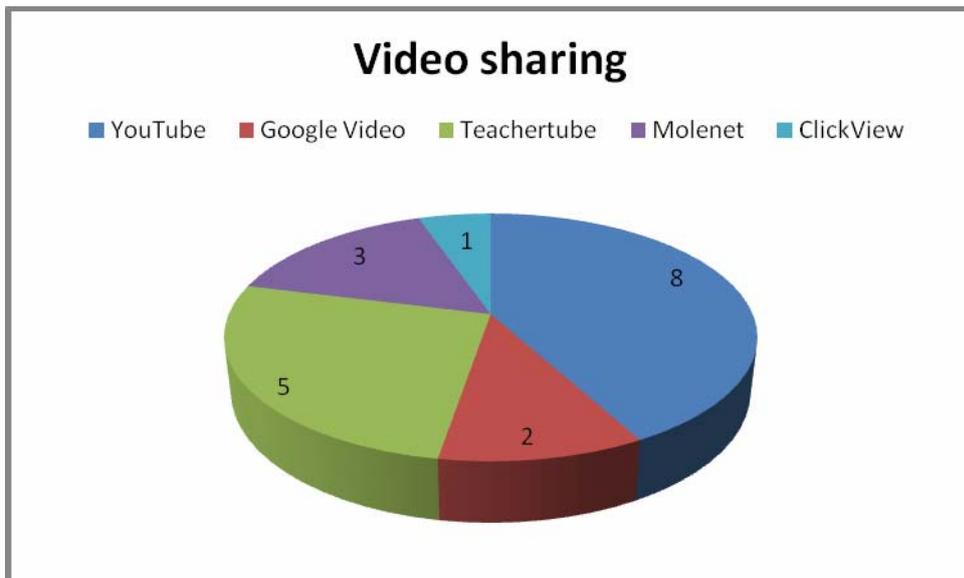
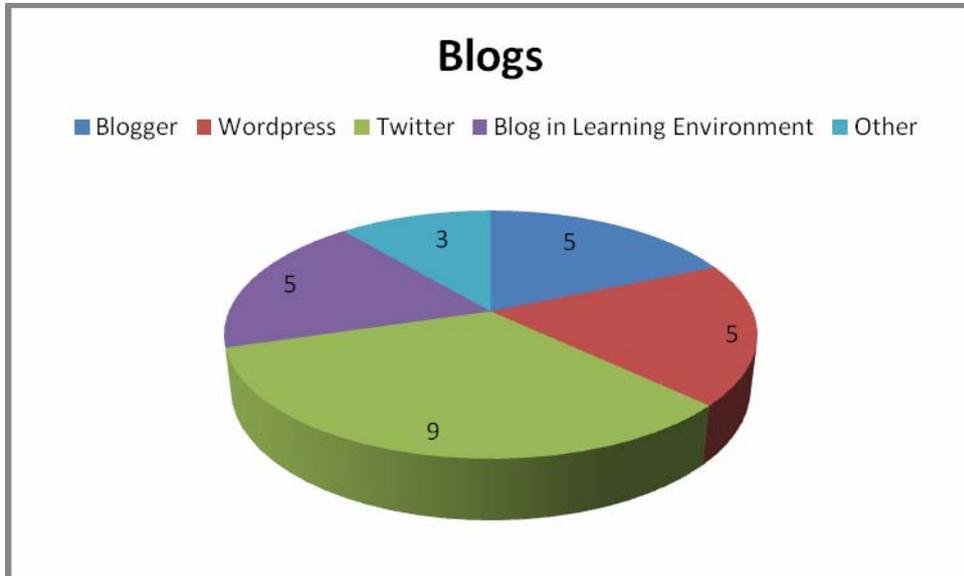
II Public Funded Organisations

JISC Regional Support Centre, Wales, Swansea

- Is part of the regional support network provided by the UK national organisation responsible for the promotion of TEL in tertiary education;
- Team of specialist TEL advisors provide staff development services and advice for institutional staff;
- Team has been involved in a number of innovative e-learning projects carried out by the institutions in the survey, including projects experimenting with web 2.0 applications

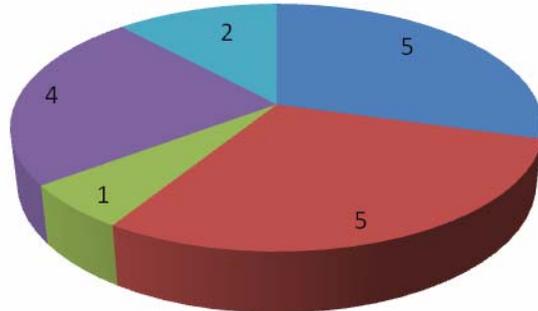
Annex II: Statistical Diagrams

Web 2.0 tool usage within Wales' adult training institutions following the telephone interviews with 10 adult training institutions and organisations



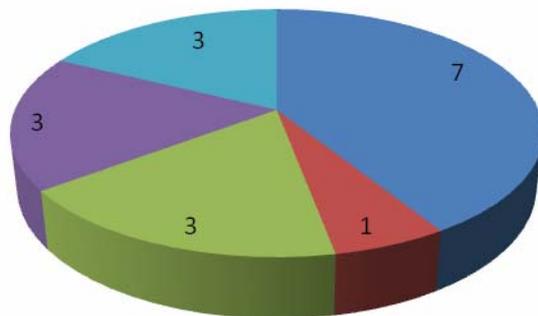
Wikis

■ Ning ■ pbworks ■ Wetpaint ■ Wiki in Moodle ■ Wiki in Blackboard



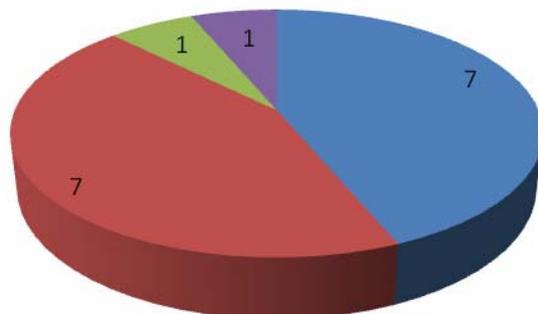
Web meetings

■ Skype ■ DimDim ■ Eluminate ■ Flashmeeting ■ Welsh Video Network



Social Networks

■ Facebook ■ LinkedIn ■ Myspace ■ Xing



Document sharing

■ Slideshare ■ Google Docs ■ Skydrive

