Summary of the Regional Needs Analysis

THE USE OF WEB 2.0 IN VET AND ADULT TRAINING IN BADEN-WÜRTTEMBERG

SPRING 2010

SVEA

PROMOTING WEB 2.0 IN VET AND ADULT TRAINING

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Preface

This regional needs analysis illustrates the status quo, the needs, trends and barriers in the use of web 2.0 applications within VET and adult training in Baden-Württemberg (D). It will be the basis for the development of the SVEA web 2.0 training system and the collaborative platform aiming at strengthening the web 2.0 uptake within adult training institutions in Europe.

The analysis will first have a brief look at the status quo in ICT and Social Media diffusion in Germany before outlining the needs, trends and barriers of integrating web 2.0 applications in VET and adult training.

For this regional needs analysis personal telephone interviews were conducted in Baden-Württemberg with 13 private and public training institutions. 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. Additionally, a round table workshop brought most of the interviewed institutions together to offer them a deeper platform of exchange and to get to know their real needs better.

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 Germany

An important precondition for a successful implementation and integration of collaborative online applications into the VET and adult training system is a competent and proficient use of ICT and Social Media applications by the learners. The following figures outline the status quo.

In Germany, in 2009 79% were online. The Internet use has risen in all age groups between 2008 and 2009, especially among the over 60. Internet use reaches the 80% among people till 49 years old. The average age of the Internet user in 2009 was 40,6 years old.[1] It can be assumed that broadband diffusion has been crucial for this increase. In 2009 2/3 of German households have been reached by broadband.

Following a recent study from the German Federal Association for Information Technology, Telecommunications and New Media (BITKOM) 57% of men and 44% of women are using the internet for vocational training.[2] 63% of the users between 30 and 49 year old sees in the use of the internet a concrete knowledge-plus for their job.

For what the use of social media concerns, communication, information and knowledge management platforms are the most used among Germans of all age. In particular, it is the free encyclopaedia Wikipedia the most beloved and trusted with 65% of surfers using it (though just 24% states to use it weekly). Wikipedia is particularly trusted and consulted by young people between 14-19 years old (94%), but also among people between 20-29 years (77%) and by the ones between 30-39 (70%).
Video-sharing platforms are used by more than half of the population (52%), with men being more active than women (58% and 45%). Once again youth and young adults are the most active groups: 93% of people between 14 and 19 years old uses video-sharing platform and so does 79% of people between 20-29 years old.
Not so popular are weblogs (used by the 8% of the total population over 14), professional networking sites (9%) and social bookmarking websites (4%).[3]

The wide diffusion of social media in Germany within different age groups constitutes a good precondition for their usage not only for personal and entertainment purposes but also in learning. The competences in the use of social media is nowadays stronger, though still not exploited to its full. These conditions seem to allow the usage of these tools in different environments and with various aims. Also adults enjoy more and more the potential of social media tools and rely on them for information search and knowledge management.

A first example of social media usage in learning comes from German higher education institutions.
A survey conducted in Germany by HISBUS (a project developed by HIS Hochschul-Informations-System GmbH and funded by the Bundesministerium für Bildung und Forschung)[4] shows that 73% of the interviewed students from higher education

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1 Eurostat 2009 "Internet access and use in 2009";
   http://europa.eu/rapid/pressReleasesAction.do?reference=STAT/09/176&format=HTML&aged=0&language=EN&guiLanguage=en
2 BITKOM 2010 „Das Internet ist auch ein Bildungsmedium"; http://www.bitkom.org/64496_64479.aspx
3 ARD/ZDF Onlinestudie – Genutzte Web 2.0 Angebote 2009;
   http://www.ard-zdf-onlinestudie.de/index.php?id=165
4 B. Kleimann, M. Özkilic, M. Göcks, (2008) "Studieren in Web 2.0", HISBUS - Kurzinformation Nr. 21

institutions spends between 1 to 3 hours per day in the Internet, while 23% spends even between 4 to 6 hours. 60% of the students uses Wikipedia quite often and 52% believes that its content and information is reliable. Also social networking website such as StudiVZ, Facebook, MySpace and Xing are quite popular and frequented with 51% using them regularly. Chat and Instant Messaging are used by a third of the students (36%), while Video-Communities, Wikis and Online-games are still not so largely diffused (16% - 15% - 9%). The use of those tools for learning purpose regards mainly the possibility to keep in touch with schoolmates, condition which allow clarifying answers and doubts (59%) as well as helping by the exam preparation (55%) and the exchange of information and literature (49%).

58% of the interviewed students considers the possibility to use videos and podcasts of lessons and presentations as "very useful" or "useful", while 52% regard online texts and exercises as useful. Helpful tools for learning seem to be also a Wiki (46%) and web-based trainings (45%), though not so many students actually used them regularly.

These figures outline that there exists already a good basis of digital literacy in Germany to stronger integrate web 2.0 applications within further education trainings.

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

Within the evaluation phase in Baden-Württemberg 13 training institutions participated in the telephone interviews (March – April 2010) and the round table workshop which was held on 5 May at MFG Baden-Württemberg in Stuttgart. The aim of this evaluation was to identify the needs, trends and barriers in the use of web 2.0 applications within VET and adult training courses.[5]

During the telephone interviews and the round table workshop in Baden-Württemberg the following status quo concerning the use of web 2.0, needs and barriers to use web 2.0 applications within VET and adult trainings was identified:

2.1 Current use and knowledge of web 2.0 tools in the participant organisations[6]

All participating institutions knew the definition and the possibilities web 2.0 instruments are offering to promote the learning intensity. Nevertheless, there are still very few who regularly use those applications to offer more collaborative and learner centred trainings.

So far, most of the interviewed training institutions in Baden-Württemberg use social media tools for marketing or for training reasons. Thus micro blogging tools such as Twitter or social network groups such as Facebook, LinkedIn or Xing are used to inform their target groups on news related to their institution or to reach new students and learners.

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5 A detailed overview on the involved public and private training institutions can be found at the end of this report (Annex 1)
6 See Annex 2: Statistical diagrams

Within their trainings many are offering collaborative elements within their closed learning platforms which the trainers can use to organise their trainings. But mostly it is up to the trainers to decide whether they really want to use them and to what extend.

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

2.2.1. Culture / Acceptance

- Lack of acceptance: There is still a lack of acceptance as well from the trainers' and the learners' side to use web 2.0 tools. Mostly this is due to the low level of broad digital literacy and the resistance to use the new techniques or that they just do not know the benefits such tools are offering.
- Lack of good practices: There are still too few good practices which could persuade trainers, institutions to use those tools and outlining their effectiveness and efficiency.
- Strong reservation: There is a large reservation in the management level in the different institution regarding integrating social media applications in their organisation or within the course structure.

2.2.2. Structural /Institutional barriers

- No practicable accounting system to pay the trainers: So far the accounting system is linked to the face-to-face trainings. A solution on how to pay the additional work including the support of the learners during the preparation phase and the follow up of the courses is not yet found.
- Concerns on the safety of open web 2.0 applications: Several institutions do not offer the possibility to their employees to use open social media platforms such as YouTube, Slideshare or Facebook due to data protection reasons. This implies that the institution can only use closed systems which are mostly not available for free. Consequently, institutions do not buy such a closed system as they do not have the money for it. Thus, they cannot work with web 2.0 tools and can neither offer trainings integrating such tools.
- In several VET institutions learning has to be scalable. As learning with web 2.0 applications often has a more informal character VET institutions have difficulties in giving credits for such trainings.
- Within top-down oriented training institutions the management level decides how learning has to be carried out. Often, the management is not that digital literate that they are really aware of the benefits web 2.0 instruments offer. Thus, the management level does not push the use and the integration of those tools within the training systems or within the institution itself.
- For free mentality: There exists already several web 2.0 learning applications and resources in the worldwide web (e.g. language learning tools). This complicates the sustainable implementation in the training institutions as they have to set up new training structures for which learners are still willing to pay a course fee even if there are online tools offering similar benefits.

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

- The importance of lifelong learning increases. The necessity to acquire very quickly new knowledge rises. Web 2.0 solutions offer the possibility to impart smaller knowledge entities compared to traditional seminars which last mostly one day.
- Due to the fact that more and more people are working in different places more flexible, collaborative and interactive learning tools have to be implemented. Web 2.0 fulfils all those requirements.
- Courses integrating web 2.0 applications are much more learner and target group oriented than classical face-to-face trainings. The learning success is consequently also higher.
- Learning is becoming more interactive: Learners can exchange their knowledge and information directly with the other learners and have the opportunity to receive a more personalised assistance by the trainer.
- The communication and the exchange of knowledge, information and content do not only focus on the face-to-face course but is also possible in the preparation or the follow-up phase. This is a benefit for both teachers and learners. The learner has the opportunity to deepen its knowledge or to solve problems arisen after the course on an easy and flexible way either directly with the trainer or in cooperation with other learners. Each learner can thus also follow its personal rhythm in learning. On the other side also the trainer is more flexible in the preparation and the follow-up of its courses. Most of Baden-Württemberg's stakeholders underlined this advantage of web 2.0 applications within VET.

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

- User friendliness: During the round table workshop the participants underlined the necessity of implementing and using user friendly and attractive social media tools. Otherwise new users will not use those applications in a sustainable way.
- Reliability: Web 2.0 tools used within training courses have to guarantee data protection to ensure that the trainers can integrate them in their courses. The training institutions / trainers are also responsible for the content's reliability developed collaboratively during the courses.
- Model function: The benefits have to be outlined very clearly and have to be demonstrated to potential users. The model function is very relevant in this field so that a domino effect starts within the training institutions to use web 2.0 applications for training purposes.
- Trust: To establish large confidence in web 2.0 applications by the users, experts have to show them how to use web 2.0 tools, e.g. how to write in a blog or how to use the system for learning purposes so that they do not have the feeling to get lost in it. This also implies that the used tools have to be attractive to the learners that their interest will be attracted to really use web 2.0 for their own purposes.

3. Use of Web 2.0 Tools within Training Courses

The web 2.0 applications used within trainings can have different functions depending on in which phase the tool is used. By offering trainings on the use of web 2.0 tools to trainers it is relevant that the use of such tools is also linked to a clear scenario and to a topic. Otherwise the field is too large and the benefit will not become very clear to the users.

The following course scenario is divided in three phases. It outlines the web 2.0 tools which the round table workshop participants from Baden-Württemberg would use to organise a training.

3.1. Preparation phase

- For communication reasons social networking groups (e.g. Facebook, LinkedIn, Xing) or micro blogging tools (e.g. Twitter) could be used to inform further interested learners to join the course and to inform on the course content.
- To express their interest, their knowledge, their intentions, expectations and to get to know each other better a blog system/micro blogging system (e.g. www.yammer.com) offering also social networking tools could be integrated on the course platform so that the participants can already upload their profile and inform the trainer on their expectations, needs and knowledge level and to introduce oneself to the other course participants. This system has to be a closed system to which only course participants have access to so that the participants can freely express their intention etc.
- To share information RSS feeds could be integrated in the micro blogging system to inform the other participants on interesting links relevant for the course.

3.2. Course

- Establishing the community in a long lasting way.
- Wiki: Integrating a wiki to develop texts and content collaboratively; to be used as a tool to aggregate the main course topics/results at the end of the presence course to ensure sustainability; developed wiki texts have to be evaluated so that the learners get used to the feedback mechanism web 2.0 applications normally offer. The wiki will also serve to strengthen the learner's independency in learning and in developing new content in a collaborative way.
- To share information and to deepen the participant's knowledge on the course topic RSS feeds will be used to inform the other participants on interesting links related to the course topic.

3.3. Follow-up phase

- Wiki: It will be completed by the course participants collaboratively to deepen their knowledge on the course topic.
- Webinar: This tool can be used as a closing of the course where all the participants will come together again and to summarise the main conclusions.

- RSS feeds: To share information and to deepen the participants' knowledge on the course topic the RSS feeds will be used to inform the other participants on interesting links related to the course topic.
- Evaluation on which collaborative tools were used the most during the course.

The course setting developed by the training institutions during the Baden-Württemberg round table workshop in Baden-Württemberg outlined the necessity to integrate web 2.0 applications

- to further strengthen the share and exchange of information and knowledge

- to further strengthen the ability to collaborate together, to develop content collaboratively

- to receive more feedback from other course participants but also from the trainer

- to establish a sustainable learning community.

4. Future Trends in VET and Adult Training

During the interviews with the Baden-Württemberg experts the following main trends in VET and adult training were identified:

- 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.

Annex I: Brief description of the stakeholders participating in Baden-Württemberg

The following public and private training institutions were involved in the regional needs analysis phase in Baden-Württemberg:

I. Public Training Institutions

Volkshochschule Böblingen-Sindelfingen, Böblingen
- Volkshochschule Böblingen-Sindelfingen is the adult education centre for the two cities Böblingen and Sindelfingen offering further education courses for all ages in a very broad field such as general, vocational, political education, languages, information technology, arts etc.
- It has set up an online community (www.vhs-club.de) for all the students of German Volkshochschule (Adult education centres). On this platform each registered user has its own profile and can access information regarding the courses he is attending. Böblingen-Sindelfingen Volkshochschule itself developed the software for this platform and offers it to the other Volkshochschule in Germany.
- For other adult education centres VHS Böblingen-Sindelfingen has set up an intranet (www.vhs-intern.de) offering also web 2.0 applications such as document sharing, chat system, collaborative project management elements.
- It also uses Facebook and Xing (social network for business professional).
- It also offers Live Events.

More information: www.vhs-aktuell.de

Führungsakademie Baden-Württemberg, Karlsruhe
- Führungsakademie Baden-Württemberg is the competence centre for employees, managers and institutions of Baden-Württemberg's public sector. It offers courses in the field of organisational and personnel development.
- So far, it has no explicit experience in integrating web 2.0 applications within its training.
- It uses its own developed learning platform which also offers collaborative applications such as a wiki or a forum. The platform is directly accessible via the Internet. All Baden-Württemberg public authorities can use the knowledge management to work collaboratively on topics in the environmental, planning field or on the regulation commercial and industrial business.
- It offers courses on topics such as: Competence management, Education management, Coaching as blended learning courses.

More information: fueak.bw21.de

Volkshochschulverband Baden-Württemberg e.V.
- Volkshochschulverband Baden-Württemberg e.V. is the association of all Baden-Württemberg adult education centres.
- It has made its first experiences with web 2.0 applications by using the "VHS Club" developed by the Volkshochschule Böblingen-Sindelfingen and by using a closed virtual team room platform.
- It focuses on the further education of VHS employees in Baden-Württemberg.

More information: www.vhs-bw.de

Polizei Online
- It is a public private partnership between the police Baden-Württemberg and the Deutsche Telekom AG.
- It provides tools such as blended learning trainings, knowledge management systems, competence management, virtual class rooms, document sharing system as well as a common Intranet. Throughout these tools the employees of Baden-Württemberg' police can exchange knowledge, receive further education trainings and can utilise the new acquired knowledge.

More information: www.polizei-bw.de/sites/p-online/Seiten/Default.aspx

Landeszentrale für politische Bildung Baden-Württemberg, Stuttgart

- Centre for political education Baden-Württemberg offers courses for all citizens.
- It is offering eLearning courses since 10 years.
- As learning platform it uses Moodle. Depending on the target group also web 2.0 applications such as a wiki or a blog will be integrated in the course system.

More information: www.elearning-politik.de

II. Private Training Institutions

MFG Akademie, MFG Baden-Württemberg mbH

- MFG Akademie is offering seminars with a special focus on ICT and Media. Since two years it is also offering webinars.
- Many seminars of the MFG Akademie are focusing on "Learning with web 2.0"

More information: www.mfg-innovation.com

TÜV Süd Akademie GmbH, Filderstadt - München

- It works in the field of adult education, vocational education training and e-learning
- It uses Twitter, Youtube and Xing, but a clear social media strategy is still missing.
- It uses an external but closed learning platform which offers collaborative elements e.g. document sharing tool.

More information: www.tuev-sued.de/akademie_de

Steinbeis School of International Business and Entrepreneurship GmbH

- Steinbeis School of International Business and Entrepreneurship GmbH is the international Business School of Steinbeis University Berlin. It offers MBA courses on part-time basis.
- It uses Moodle and eLearning for several years now.
- So far web 2.0 tools are only used for some administrative purposes such as reaching potential clients (companies and students) via Facebook, Xing or Twitter.

More information: www.steinbeis-mba.de

AKAD. Die Privat-Hochschulen GmbH, Stuttgart

- It has its own closed learning management platform used by 8000 students from all over Germany containing all the information regarding the courses. The learning management platform includes its own educational evaluation system.
- It uses different communication channels to keep in touch with trainers and students.
- AKAD is currently setting up a new learning management system integrating more collaborative web 2.0 applications.

More information: www.akad.de

Know How AG!, Stuttgart

- The Know How AG develops individual elearning solutions as well as elearning software, offers seminars and coaching as well as inhouse consulting and qualification.
- In the field of adult education Know How AG! offers eLearning, mobile learning and game based learning solutions.

More information: www.knowhow.de

IHK Bildungshaus

- It is the educational institution of Chamber of Commerce and Industry Stuttgart region
- It works with its own online learning platform which so far does not integrate any web 2.0 applications due to data protection reasons.

More information: www.ihk-bildungshaus.de

Integrata AG

- Integrata AG is a full service provider for qualification services. It offers public and in house seminars in the fields of IT, personnel and organisational development.
- It offers 60% IT courses and 40% courses focused on soft skills
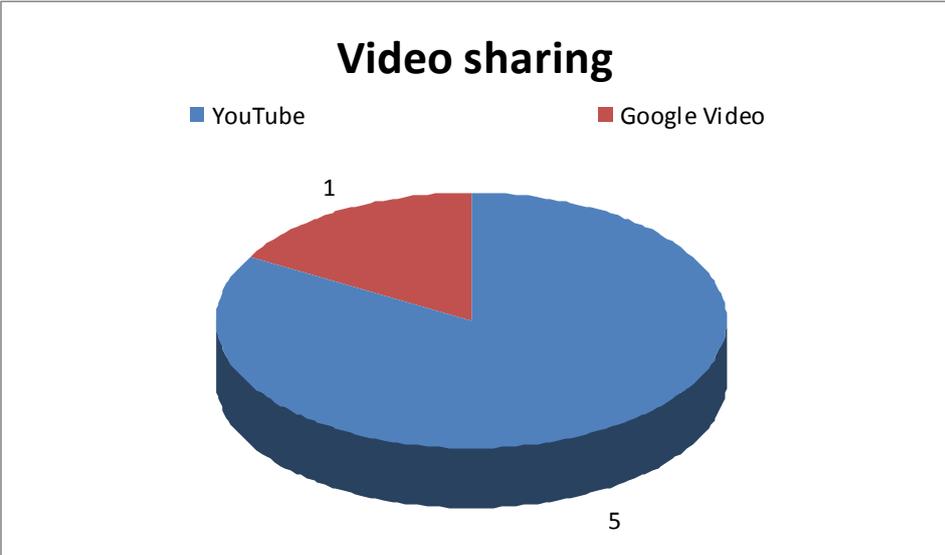- It uses web 2.0 applications internally but integrate them also actively within their course structures
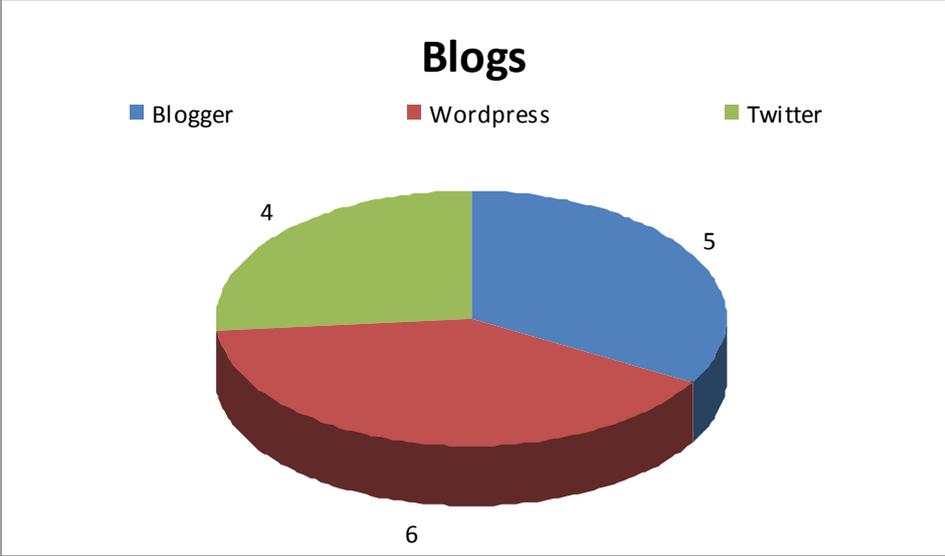
More information: www.integrata.de
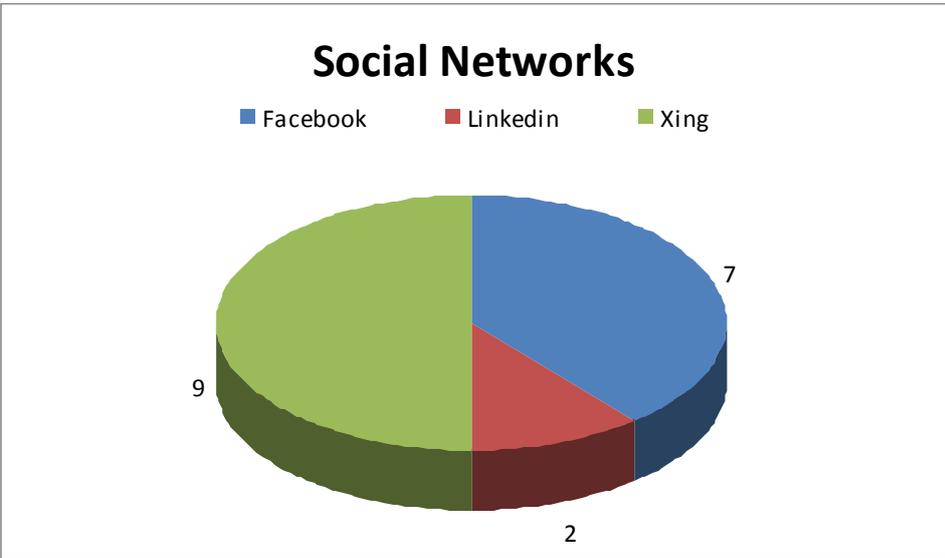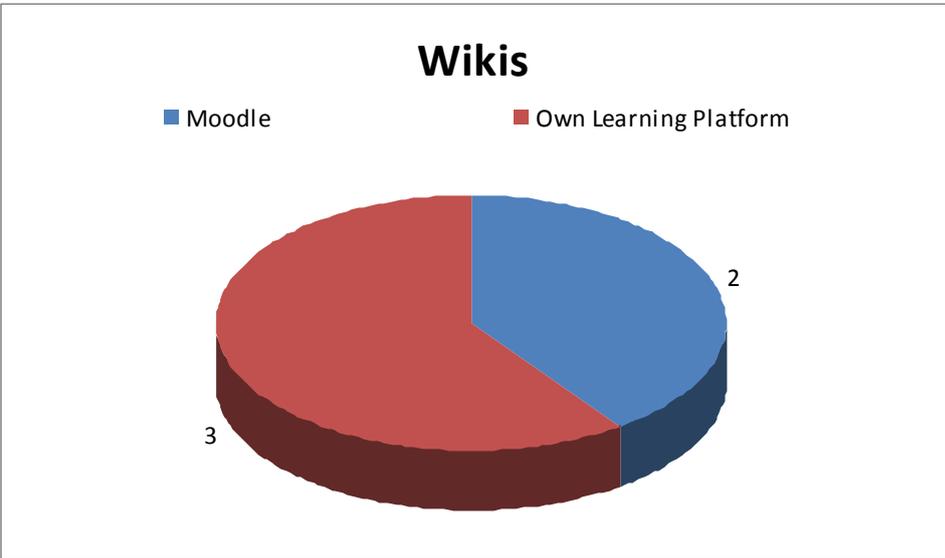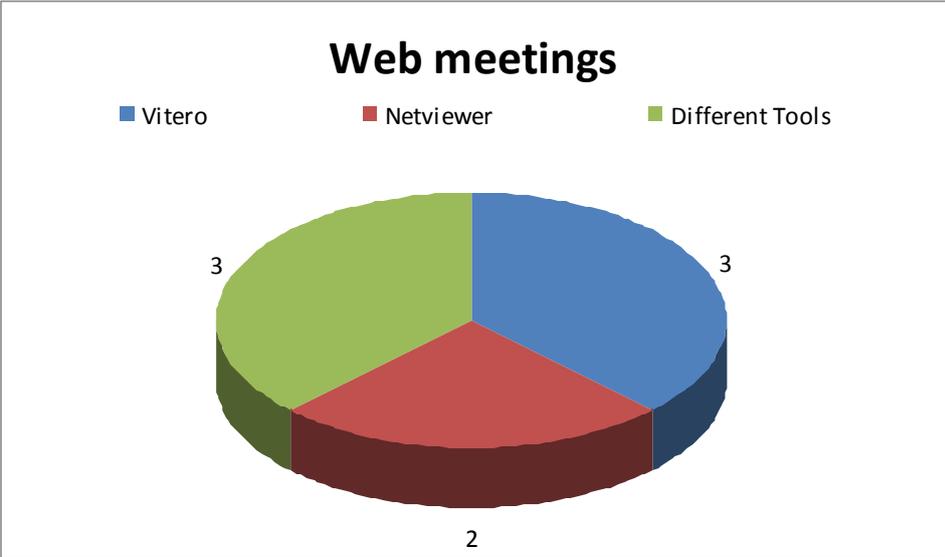
Technische Akademie Esslingen

- It offers vocational trainings such as seminars but also part-time graduate studies.
- So far, they do not use any web 2.0 applications within their courses. They have a moodle platform but it is up the trainers to use it or not.

More information: www.tae.de

Annex II: Statistical Diagrams

Web 2.0 tool usage within Baden-Württemberg's adult training institutions following the telephone interviews with 13 adult training institutions

Blogs

■ Blogger   ■ Wordpress   ■ Twitter

4

5

6

Video sharing

■ YouTube   ■ Google Video

1

5

Web meetings

Vitero · Netviewer · Different Tools

Wikis

Moodle · Own Learning Platform

Social Networks

Facebook · Linkedin · Xing

Document sharing

■ Sharepoint　■ Google Docs　■ Own Developed Platform