



Project no.: 212578

Theme FP7-ICT-2007-1-4.1

Project acronym: LTfLL

Project full title: Language Technologies for Lifelong Learning

D8.2 Dissemination & Training Results y1 & plan y2

Due date of deliverable: 28-02-2009

Actual submission date: 31-03-2009

Start date of project: 01-03-2008

years

Duration: 3



BIT MEDIA

Version 1.0

Project co-funded by the European Commission within the Seventh Framework Programme (2007-2013)		
Dissemination Level		
PU	Public	X
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission	
CO	Confidential, only for members of the consortium (including the Commission Services)	



Language Technologies for Lifelong Learning

LTfLL -2008-212578



Project Deliverable Report

Deliverable D8.2: Dissemination & Training Results y1 & plan y2

Work Package	WP8
Task	8.1, 8.2, 8.4, 8.5, 8.6
Date of delivery	Contractual: 28-02-2009 Actual: 31-03-2009
Code name	D8.2 Version: 1.0 Draft <input type="checkbox"/> Final <input checked="" type="checkbox"/>
Type of deliverable	report
Security (distribution level)	PU
Contributors	All partners
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Abstract (for dissemination)	This report contains an overview and analysis of the results of dissemination and training of LTfLL in year 1; and a description of the dissemination and training plan for year 2.
Keywords List	dissemination, training, media, website, evaluation, training topics, audiences, target groups, material

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Appendix I – Training Requests



Executive Summary

This deliverable reports on work carried out in LTfLL workpackage 8, Dissemination, Training and Exploitation. This report in particular focuses on the first two main activities of WP8, i.e.:

- (1) general dissemination – to involve potential users and organize the access to the project's results
- (2) training – to support critical competences that will allow uptake of the results.

Following the strategy outlined in D8.1, in the first year of the project the main emphasis has been on raising awareness for the project in general. For training, the main emphasis has been on the training and support in core technologies and methodologies, supporting the research and development activities taking place in workpackages 2, 3, 4, 5 and 6. Together this has resulted in:

- A public website and a document repository Dspace giving access to general information about the project and its outcomes.
- An internal website to enable and structure the day to day communication.
- A leaflet and poster that describe the project in general terms.
- Following a press release at the start of the project LTfLL has been invited for a number of interviews including radio, newspaper interview and magazines.
- 16 peer reviewed publications, 4 professional publications and various presentations have been given to meetings, workshops and conferences, partly in close collaboration with other FP6 and FP7 projects.
- A set of training events at each of the plenary meetings of the project on topics such as Analytical tools in support of learning theory, Latent semantic analysis, Scenario writing, and LT4eL overview and hands-on.
- A workshop at the TENCompetence winterschool on Mash-up approaches for technology enhanced learning and widgets.

In year 2, the dissemination and training activities will continue on this approach. Since it is the second year of the project the emphasis of dissemination and training will stepwise focus more on the results of the project as they emerge. Publications and workshops will include a description and a discussion of the first results. Training will in particular give emphasis to evaluation methods, supporting the validation activities taking place in LTfLL workpackage 7; continue with workshops in the underpinning technologies (e.g. at the Joint European Summer school); and start with workshops or manuals for training and support in the use of the LTfLL services version 1.

1. Introduction

This deliverable reports on work carried out in LTfLL work package 8, Dissemination, Training and Exploitation. This report in particular focuses on the first two main activities of WP8, i.e.:

- (3) general dissemination – to involve potential users and organize the access to the project's results
- (4) training – to support critical competences that will allow uptake of the results.

Dissemination refers to any activities directed at raising awareness of the project aims and objectives, as well as its outcomes, to the wider community. Moreover, this field of activity aims to gain attention and, subsequently, recruit end-users of its services in the form of individuals and organisations who have a need for the kind of tools and services that LTfLL is developing. Training will enable both the internal and external users to acquire the critical competences that will allow the use and further uptake of the services. It is anticipated that these users will, in part, help to sustain the LTfLL infrastructure and services subsequent to the end of the project lifespan.

Chapter 2 starts with an overview of the dissemination approach and results in year 1. Next, it will introduce the dissemination plan for year 2. It will conclude with a detailed description of the main dissemination events & outputs for year 1 and a listing of all publications, separated in scientific and professional, and events.

In the same way chapter 3 opens with an overview of the training approach and results in year 1. Next, the training plan for year 2 will be discussed. Finally, the main training events of year 1 will be described, followed by a listing of all events.

2. Dissemination

2.1 Overview: Approach and Results

The overall objective of the dissemination activities of the LTfLL project is to raise awareness of the project aims and objectives, as well as its outcomes, at the wider community. The aim is to engage and support ‘users’ of its services. Users may be individuals (e.g. members of organisations that offer the required infrastructure or researchers) or organisations who have a need for the kind of tools and services that LTfLL is developing or who have a shared interest in exploring and building upon our line of results and services. To that end dissemination collaborates with the training activities in LTfLL. Whereas the focus of dissemination is to raise awareness and engage people, training goes one step further: It intends to support the acquisition of critical competences that will allow the use and further uptake of the services (both internal and external).

Following the strategy outlined in D8.1, the dissemination activities have taken into account the potential level of involvement ranging from general awareness, information, engagement to promotion and the intended audience, ranging from the internal audience, through other projects, technical and scientific, and target customers to consortium organisations. In the first year of the project, the main emphasis has been on raising awareness for the project in general, i.e. its objectives and planned services and its first results, i.e. the first set of deliverables. This has been done through a combination of:

- Public website and a document repository Dspace giving access to general information about the project and its outcomes.
- Internal website to enable and structure the day to day communication. Together with regular online and face to face meeting it enables the project’s team work.
- Leaflet and poster that describe the project in general terms.
- Following a press release at the start of the project LTfLL has been invited for a number of interviews including radio, newspaper interview and magazines (see section 2.4 the table “List of Events (and other dissemination output)”).
- 16 peer reviewed publications, 4 professional publications and various presentations have been given to meetings, workshops and conferences, partly in close collaboration with other FP6 and FP7 projects (see the tables in section 2.4).

Together they fit into the planned dissemination strategy as follows:

Target Groups / Purpose	Internal Audience	Audience from other projects	External Audience		
			Technical and Scientific	Target Customers	Consortium Organizations
Awareness	Introduction and executive overviews on public website, see www.ltffl-project.org .				
		Presentations on conferences, fairs, other events by all project partners, see section 2.3 and 2.4.			
		Press release and interviews on radio, newspaper and magazines, see section 2.3 and 2.4.			
Information	Deliverables and publications on public website, see: www.ltffl-project.org (supported by Dspace: http://dspace.ou.nl/simple-search?query=ltffl)				
	face-to-face training initiated by training need forms, see section 3.3 and 3.4.				
		Presentations on conferences, fairs, other events by all project partners, see section 2.3 and 2.4.			
Engagement					
	Internal website, see http://partners.ltffl-project.org Project meetings, interim meetings and reports, see D1.5 period 1-4.				
		Discussions on conferences, fairs, other events by all project partners see section 2.3 and 2.4.			
Promotion		Presentation material a poster (http://hdl.handle.net/1820/1745) and a flyer (http://hdl.handle.net/1820/1746)			

2.2 Dissemination Plan Year 2

In year 2, LTfLL will continue the dissemination approach as outlined in D8.1. We will carry out the defined set of dissemination activities (see also the table above) i.e. awareness, information, engagement and promotion activities for each of the target audiences identified, ranging from our project's staff, through audience from other EU-projects to the wider technical and scientific audience and target customers and organizations.

Since it is the second year of the project the emphasis of dissemination will stepwise focus more on the *results* of the project as they emerge. This will in particular apply to the scientific audience. For the general audience the dissemination will still mainly consist of a combination of scenarios descriptions resulting from the interactions between WP3 and WP4, WP5, WP6 and some early results to draw the attention.

The dissemination activities have been organised along two lines: allocated activities and general activities. For the allocated activities one partner is responsible for the organisation. This is the case for the public website, the internal website and its Dspace archive:

- BITMEDIA will be responsible for the technical support and maintenance of the contents of the website. In regular intervals and on project driven occasions the website will be updated in order to make the latest news and results of the project available to the public.
- OUNL will be responsible for the technical support of the internal website and the technical support and maintenance of the contents of the Dspace archive. Additionally, OUNL will organize the monthly Executive Committee meeting and take the initiative for the plenary consortium meetings. The actual organisation of the plenary meetings will be done by one of the partners.

The largest part of the dissemination activities, however, will be done by individual or small groups of partners. Each partner will, in line with their target audiences and activities as described in D8.1 section 2.11 take care of their activities. UTU will coordinate the general activities, in particular, they will focus on joint initiatives for papers, presentations and workshops. The coordination will be done as part of the WP8 activities.

Planned tutorials and workshops

LTfLL already planned to actively participate in three important events (combined dissemination and training events), i.e. the ECTEL 2009, the Joint European Summer school and the AI-ED'09 conference.

EC-TEL 2009

UU and WUW, UTU and OUNL have submitted a proposal for organising two tutorials in the Fourth European Conference on Technology Enhanced Learning (ECTEL'09).

The title of the first proposed tutorial is “Social media, Ontologies, and Web2.0 eLearning”. The title of the second tutorial is “NLP-based experiments in TEL”. This tutorial is planned as a 45 minutes introductory lecture in addition to 90 minutes hands on session. Within the lecture and accompanying workshop, an overview is given on selected natural language processing techniques in their application to support learning. For the workshop, text collections and software tool kits are made available. A mini experiment will be developed and conducted to underline how experiments with natural language processing techniques can be put into practice.

Joint European Summer School on Technology Enhanced Learning 2009

WUW actively supports the organisation of the Summer School. Additionally, WUW, UTU and OUNL will submit a proposal for organising a tutorial and workshop similar to the one described above for the EC-TEL 2009. The Summer school will begin in May 30 2009.

Workshop AI-ED

UPMF, PUB-NCIT, OUNL and WUW will organise a workshop in the 14th International Conference for Artificial Intelligence in Education (AI-ED'09) . This workshop is aimed to discuss NLP-based approaches for generating educational feedback. The title of the workshop is: Natural Language Processing in support of Learning: Metrics, Feedback and Connectivity (<http://webu2.upmf-grenoble.fr/sciedu/nlpsl/#dates>).

Planned Publications and Presentations

Finally, the following overview gives a first sample of planned publications and presentations for year 2.

Fridolin Wild, Bernhard Hoisl and Gaston Burek, Positioning for Conceptual Development using Latent Semantic Analysis will be presented in the workshop 'Geometrical Models of Natural Language Semantics' part of the European Chapter of the Association for Computational Linguistics (EACL) 2009 Conference.

Philippe Dessus, An Overview of LSA-Based Systems for Supporting Learning and Teaching (2009) has been accepted for AI-ED'09.

Berlanga, Kalz, Slavi, Van Rosmalen, Smithies and Braidman, Using Language Technologies to Diagnose Learner's Conceptual Development (has been accepted together with the poster titled The Language Technologies for Lifelong Learning Project (Berlanga, Van Rosmalen, Trausan-Matu, Monachesi and Burek, 2009) for the 9th IEEE International Conference On Advanced Learning Technologies (ICALT'09).

Dessus, Trausan-Matu, Zampa, Rebedea, Mandin and Dascalu, Vers un environnement-tuteur d'apprentissage dialogique has been accepted for EPAL'09 Conference.

Trausan-Matu and Rebedea, Polyphonic Inter-Animation of Voices in VMT will appear in Stahl, G. (ed.), *Studying Virtual Math Teams*, Springer.

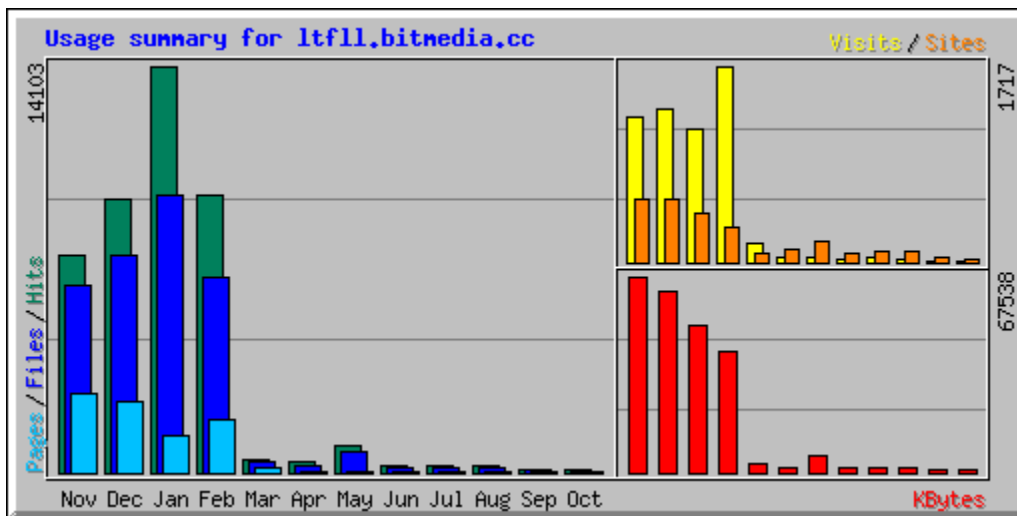
2.3 Main events & outputs year 1

Public Website

The following tables illustrate the use of the public LTfLL website <http://www.ltfll-project.org>, i.e. a usage summary in 2 views since the start of the project and a detailed overview of the most recent complete month to show the usage per country.

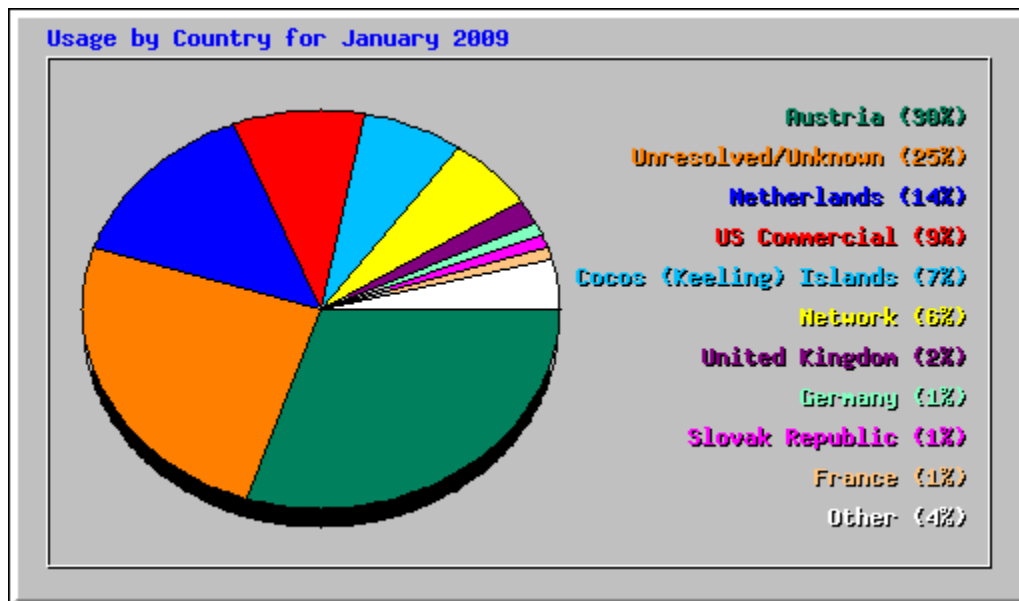
In a global view both, visits and pages views (hits) increased from month to month. August and September 2008 show a decrease as the Joomla platform was hacked in this time and no further access was possible until the installation of a security update.

Summary Period: Last 12 Months
Generated 12-Feb-2009 02:10 CET



Summary by Month										
Month	Daily Avg				Monthly Totals					
	Hits	Files	Pages	Visits	Sites	KBytes	Visits	Pages	Files	Hits
<u>Feb 2009</u>	353	259	63	59	141	17347	658	702	2851	3883
<u>Jan 2009</u>	454	310	41	37	423	50961	1159	1300	9623	14103
<u>Dec 2008</u>	306	243	79	43	545	62503	1339	2466	7535	9494
<u>Nov 2008</u>	250	215	91	42	550	67538	1275	2759	6467	7523
<u>Oct 2008</u>	245	194	79	34	408	62530	1068	2462	6035	7602
<u>Sep 2008</u>	185	149	58	20	314	45886	628	1747	4470	5576
<u>Aug 2008</u>	225	178	69	21	231	43587	663	2147	5528	7005
<u>Jul 2008</u>	253	174	87	18	245	57584	566	2727	5409	7857
<u>Jun 2008</u>	131	88	22	7	100	22037	221	672	2656	3932
<u>May 2008</u>	72	61	25	4	13	4028	22	125	306	361
Totals						434001	7599	17107	50880	67336

Detailed data is available for each month. January 2009 is taken as example, as it is the most recent full month in the statistics to give an indication of the access by country.



Internal Website and Communication

The internal dissemination and communication is well supported through an internal website, implemented in Moodle, a document archive Dspace and regular face-to-face and online meetings.

In the first year we have had 3 plenary meetings, each attended by on average 25 staff members:

- A kick-off in Heerlen, the Netherlands, 10-11 March 2008.
- A plenary meeting in Manchester 25-27 June 2008, accompanied by a training workshop
- A plenary meeting in Sofia 10-12 November 2008, also accompanied by a training workshop.

Furthermore, at the project' level there were regular, monthly online Flashmeeting of the Executive Committee to discuss the overall progress and issues between workpackages.

At the workpackage level this has been supplemented with regular Skype and Flashmeetings and a number of face-to-face meetings.

A selection of 3 important peer-reviewed conference contributions

- M. Dascalu, E.V. Chioaşcă, Şt. Trăuşan-Matu, ASAP- An Advanced System for Assessing Chat Participants. Lecture Notes on Artificial Intelligence. Vol. 5253. 2008. Springer. Germany.

The paper presents a method and an implemented system for the assessment of the participants' competences in a collaborative environment based on an instant messenger conversation (chat).

- Philippe Dessus, Sonia Mandin and Virginie Zampa. What is teaching? Cognitive-based tutoring principles for the design of a learning environment. In proceedings of the International Conference in Human System Learning, Toulouse France, 2008

The paper addresses the notion that while the principle underlying the design of human system interactions within ILEs is that the closer the artificial principles are to those involved by human teachers, the learning will be more effective, human-likeness is not very precise. The authors suggest that these human-like interactions need to be grounded in the very core human social capabilities, notably those allowing mind reading.

Fridolin Wild, Thomas Sporer, Agnieszka Chrzaszcz, Steinn E. Sigurdarson, Johannes Metscher. Distributed e-Portfolios to Recognise Informal Learning. In proceedings of the 20th World Conference on Educational Multimedia, Hypermedia & Telecommunications, ED-MEDIA 2008. Publisher AACE. Vienna Austria, 2008.

This paper shows the adaptation of informal learning experiences into institutional formal learning processes by using blog-based networked ePortfolios. This work provides an introduction on the role of ePortfolios to learning in distributed environments and describes a portfolio approach that involves binding of informal experiences.

2.4 Dissemination events & outputs year 1

TEMPLATE A: LIST OF SCIENTIFIC (PEER REVIEWED) PUBLICATIONS								
NO.	Title	Main author	Title of the periodical or the series	Number, date or frequency	Publisher	Place of publication	Year of publication	Relevant pages
1	E-Learning and Microformats: A Learning Object Harvesting Model and a Sample Application	Ahmet Soylu, Selahattin Kuru, Fridolin Wild, Felix Mödritscher	Proceedings of the MUPPLE'08 Workshop		CEUR-WS, ISSN 1613-0073	Maastricht, The Netherlands	2008	pp. 57 - 64
2	Language Design for a Personal Learning Environment Design Language	Felix Mödritscher, Fridolin Wild, Steinn Sigurdarson	Proceedings of the MUPPLE'08 Workshop		CEUR-WS, ISSN 1613-0073	Maastricht, The Netherlands	2008	pp. 5 - 13
3	Mash-Up Personal Learning Environments. Proceedings of the 1st Workshop MUPPLE	Fridolin Wild, Marco Kalz, Matthias Palmér (Eds.)	CEUR Workshop Proceedings		CEUR-WS, ISSN 1613-0073	Maastricht, The Netherlands	2008	
4	Designing for Change: Mash-Up Personal Learning Environments	Fridolin Wild, Felix Mödritscher, Steinn E. Sigurdarson	eLearning Papers	2008(9)	eLearning Papers is a publication of elearningeuropa.info, European Commission's portal for promoting the use of ICT for lifelong learning.		2008	
5	Distributed e-	Fridolin Wild,	Proceedings		AACE	Vienna,	2008	

	Portfolios to Recognise Informal Learning	Thomas Sporer, Agnieszka Chrzaszcz, Steinn E. Sigurdarson, Johannes Metscher	of the 20th World Conference on Educational Multimedia, Hypermedia & Telecommunications, ED-MEDIA 2008			Austria		
6	Shortcomings of Learning Design Approaches And a Possible Way Out	Felix Mödritscher, Fridolin Wild	Proceedings of the 20th World Conference on Educational Multimedia, Hypermedia & Telecommunications, ED-MEDIA 2008		AACE	Vienna, Austria	2008	
7	Technology-Enhanced Learning, Special Issue	Carlos Delgado-Kloos, Fridolin Wild (Eds.)	Upgrade	IX(3)	CEPIS		2008	
8	El futuro de la tecnología educativa, Special Issue	Carlos Delgado-Kloos, Fridolin Wild (Eds.)	Novatica	193	ATI		2008	
9	Distributed Feed Networks for Learning	Fridolin Wild, Steinn Sigurdarson	Delgado-Kloos, Wild (Eds.): Upgrade	IX(3)	CEPIS		2008	
10	Redes de alimentadores distribuidos para el aprendizaje	Fridolin Wild, Steinn Sigurdarson	Delgado-Kloos, Wild (Eds.): Novatica	193	ATI		2008	
11	Personalized E-Learning through Environment Design and Collaborative Activities	Felix Mödritscher, Fridolin Wild	Holzinger (Ed.): HCI and Usability for Education and Work	LNCS 5298	Springer	Berlin	2008	
12	What is teaching? Cognitive-based tutoring principles for	Dessus, P., Mandin, S. & Zampa, V.	In S. Tazi & K. Zreik (Eds.), Common Innovation in		IEEE/Euro ia	Paris	2008	pp. 49 - 55

	the design of a learning environment		e-learning, Machine learning and Humanoid (ICHSL'6)					
13	Extraction of Socio-semantic Data from Chat Conversations in Collaborative Learning Communities	T. Rebedea, Șt. Trăușan-Matu, C. Chiru	Lecture Notes in Computer Science	5192	Springer	Germany	2008	pp. 366 – 377
14	ASAP- An Advanced System for Assessing Chat Participants	M. Dascalu, E.V. Chioașcă, Șt. Trăușan-Matu	Lecture Notes on Artificial Intelligence	5253	Springer	Germany	2008	pp. 58 – 68
15	Positioning for Conceptual Development using Latent Semantic Analysis	Fridolin Wild, Bernhard Hoisl and Gaston Burek	In Proceedings of Geometrical Models of Natural Language Semantics workshop in conjunction with the EACL Conference				2009	
16	What can ontologies do for eLearning?	Paola Monachesi, Kiril Simov, Eelco Mossel, Petya Osenova and Lothar Lemnitzer	<i>Proceedings of The Third International Conferences on interactive Mobile and Computer Aided Learning (IMCL 08)</i>		Kassel university press, ISBN: 978-3-89958-351-9, 2008	Germany	2008	CD-ROM

LIST OF PROFESSIONAL PUBLICATIONS								
NO.	Title	Main author	Title of the periodical or the series	Number, date or frequency	Publisher	Place of publication	Year of publication	Relevant pages
1	Taaltechnologie: een sleutel tot tijdbesparing (Language technology: a way to save time)	Sandra Evers	Vives	Nr. 88, October 2008 (monthly)	Vives Media	Haarlem, The Netherlands	2008	pp. 25 - 26
2	Taaltechnologie in het onderwijs (Language technology in education)	van Rosmalen, P., Renckens, E.	Kennislink.nl	December, 5, 2008	Kennislink		2008	http://www.kennislink.nl/web/show?id=227986
3	Polyphonic Analysis of CSCL Chats	Şt. Trăuşan – Matu, T. Rebedea, G. Stahl	engaged.hnlc.org	June, 2008	engaged.hnlc.org	Hawaii, USA	2008	http://engaged.hnlc.org/records/show/203
4	Inter-Animation and Polyphony in Computer-Supported Collaborative Learning Conversations	Şt. Trăuşan – Matu	www.uwo.ca	July, 2008	www.uwo.ca	London, Canada	2008	http://www.uwo.ca/french/bakhtin/bakhtin_conference/Bakhtin%20Papers/072508/trausan-bakhtin08.doc

LIST OF EVENTS (AND OTHER DISSEMINATION OUTPUT)							
Type of event*	Details of event	Type of audience**	Size of audience	Date (dd-mm-yy)	Countries addressed	Source link	Partner(s) responsible /involved
Seminar	Het gebruik van taaltechnologie in het onderwijs (Van Bruggen, J., & Van Rosmalen, P.) (The use of language technologie in education)	Scientific	35	21-10-08	The Netherlands	http://hdl.handle.net/1820/1716	OUNL
Symposium	Peer ondersteuning bij studentvragen (Van Rosmalen, P.) (Peer support for student questions)	Scientific	40	14-11-08	The Netherlands	http://hdl.handle.net/1820/1586	OUNL
Project poster		General		11-08	All		BITMEDIA
Project leaflet		General		11-08	All		BITMEDIA, OUNL
Open workshop	Mash-Up Personal Learning Environments	Scientific	42	17-09-08	Mainly Europe and Australia	http://CEUR-WS.org/Vol-388/ http://muple08.icaamp.eu/	Organiser: WUW and OUNL
SIG meeting	GSCL SIG e-Learning at the KONVENS 2008, Berlin	Scientific	10	01-10-08	Germany, Switzerland, Austria		WUW, UTU
Invited talk	Inaugural address of Peter Sloep	Scholars/Students	50	14-11-08	Netherlands	http://dspace.ou.nl/handle/1820/1588	UPMF Involved: P. Dessus
Invited talk	Inaugural address of Peter Sloep	Scholars/Students	50	14-11-08	Netherlands	http://dspace.ou.nl/handle/1820/1588	PUB-NCIT Involved: S Trausan-Matu

						0/1588	
Conference	European Conference on Technology Enhanced Learning 2008	Scientific	20	09-08	Europe		Involved: T. Rebedea
Conference	Artificial Intelligence Methodology, Systems, Applications (AIMSA) 2008	Scientific	20	04-09-08	International		Involved: M. Dascalu, E.Chioasca
Conference	Conferinta Nationala de Interactiune Om-Calculator	Scientific	20	18-09-08	Romania		Involved: M. Dascalu, E.Chioasca, S Trausan-Matu
Workshop	ICLS Workshop: A Common Framework for CSCL Interaction Analysis	Scientific	50	23-06-08	Utrecht, The Netherlands	http://engaged.hnlc.org/records/show/203	Șt. Trăușan – Matu
Seminar	Location: University of Malta	Scientific	10	24-10-08	Malta		UU
Conference	Computational Linguistics in the Netherlands (CLIN)	Scientific	30	22-1-09	Netherlands	http://www.let.rug.nl/clin/	UU
Conference	International conference Interactive and mobile computer aided learning (IMCL 08)	Scientific	30	22-4-09	International	http://www.imcl-conference.org/	UU, IPP-BAS
Seminar	Institute for Creative Technologies (University of Southern California)	Scientific	15	30-1-09	USA		UU
Seminar	PARC, Palo Alto	Scientific	10	11-2-09	USA		UU
Seminar	Location: Utrecht Institute of Linguistics 30 minutes presentation; 30 minutes feedback+disc	Scientific	10	20-11-08	Netherlands		UU

Workshop	Lexical-Semantic and Ontological Resources Maintenance, Representation, and Standards Workshop of the GLDV Working Group on Lexicography at KONVENS 2008, 30 September - 2 October 2008, Berlin, Germany Presentation of paper "Kiril Simov and Petya Osenova, A seed lexicon for Bulgarian".	Scientific	40	30-09-08	-		IPP-BAS
Conference	Thirteenth International Mikhail Bakhtin Conference	Scientific	30	29-07-08	London - Ontario, Canada	http://www.uwo.ca/french/bakhtin/bakhtin_conference/Bakhtin%20Papers/072508/trausan-bahtin08.doc	
Presentation	Location: Open University of The Netherlands	Scientific	10	20-10-08	Netherlands	http://hdl.handle.net/1820/1785	OUNL
Press release	OUNL	General	high	07-03-08	Netherlands		OUNL
Radio interview	NOS Radio 1 (national broadcast)	General	high	07-03-08	Netherlands		OUNL
Newspaper interview	NRC Handelsblad, page 40 (national)	General	High	19-04-08	Netherlands		OUNL

	newspaper)						
Magazine interview	Vives - nr. 88 - October 2008	Teachers Secondary education		10-08	Netherlands		OUNL
Press release	Limburg Regional radio and connected website: L1	General		28-03-08	Netherlands	http://www.l1.nl/L1NWS/_rp_links4_firstElementId/1_2385700/_rp_links4_hasclickpage/1_1013/_pid/links4	OUNL
Press release	De Nieuwsbank – Interactief Nederlands Persbureau	General		14-03-08	Netherlands	http://www.nieuwsbank.nl/_payment/order/82974312/en/2008/03/14/r012.htm	OUNL
Press release	HCC Magazine	General		13-03-08	Netherlands	http://www.hccmagazine.nl/index.cfm?function=showNieuws&id=52374&type=2&CFID=31369539&CFTOKEN=8a7af3bf24bb020f-FE4DCD1B-F761-B027-47C7D9E DD5786CD	OUNL
Press release	eLearning.nl	General		14-03-08	Netherlands	http://www.elearning.nl/subpage.aspx?l1=2&subaction=detail&newsid=1810&searchvalue=ltfll	OUNL
Press	Science Guide	General		11-03-08	Netherlands	http://www	OUNL

release						.scienceguide.nl/article.asp?articleid=105011	
Press release	Fanlog Radio 1 Journal	General		07-03-08	Netherlands	http://www.fanlogradio1journaal.nl/?p=9462	OUNL
Press release	EZpress News distribution	General		07-03-08	Netherlands	http://www.ezpress.eu/main.php?mode=mr_show&id=5319	OUNL
Press release	Telegraaf Digitaal (National newspaper)	General		07-03-08	Netherlands	http://www.telegraaf.nl/digitaal/3494265/_Computer_gaat_werkstukken_studenten_nakijken_.html	OUNL
Press release	Nuffic	General		14-03-08	Netherlands	http://www.nuffic.nl/nederlands-e-organisaties/nieuws-evenementen/nieuws-archief/nieuws-archief-2008/open-universiteit-ontwikkelt-software-om-scripties-na-te-kijken	OUNL
Press release	Narcis The gateway to Dutch scientific information	General		14-03-08	Netherlands	http://www.narcis.info/research/RecordID/OND13	OUNL

						28459/Language/sessionid=1xxdu7xoy5f9l	
Press release	Learning Tour blogspot	General		07-03-08	Netherlands	http://learningtour.blogspot.com/	OUNL
Press release	Intermediair.nl	Scientific		07-03-08	Netherlands	http://www.intermediairforward.nl/artikel.jsp?id=1266530&rubriek=210769	OUNL
Press release	Website Open University	General		07-03-08	Netherlands	http://www.ou.nl/eCache/EMO/1/95/074.html	OUNL
Press release	Hoogeveensch Courant (newspaper)	General		14-03-08	Netherlands		OUNL
Press release	Nieuwsbrief ARBO	General		20-05-08	Netherlands		OUNL
Press release	Weekblad Facilitair & Gebouwbeheer	General		20-03-08	Netherlands		OUNL

EVENTS-PUBLICATIONS PLANNED FOR YEAR 2			
Event	Details	Date	Partner
*Training workshop Grenoble	Web-service approach & component widgetising; Solution scenarios; Evaluation methodologies	March, 23-25, Grenoble (France)	UMAN, OUNL, BITMEDIA, AURUS
*ECTEL'09 (submitted)	Social media, Ontologies, and Web2.0 eLearning	September, 29 – October, 2, 2009	UU
*ECTEL'09 (submitted)	NLP-based experiments in TEL	September, 29 – October, 2, 2009	UTU, WUW, OUNL
*JTEL Summer school	NLP-based experiments in TEL	May, 30 – June, 6, 2009	UTU, WUW, OUNL
Workshop AI-ED	Workshop: Natural Language Processing in support of Learning: Metrics, Feedback and Connectivity http://webu2.upmf-grenoble.fr/sciedu/nlpsl/#dates	July, 8-10th, 2009, Brighton (UK)	UPMF, UPB, OUNL, WUW
The 9th IEEE International Conference on Advanced Learning Technologies (ICALT 2009). (accepted)	Berlanga, A. J., Kalz, M., Stoyanov, S., Van Rosmalen, P., Smithies, A., & Braidman, I. (accepted). Using Language Technologies to Diagnose Learner's Conceptual Development. http://dspace.ou.nl/handle/1820/1782	July 14-18, 2009, Riga, Latvia.	OUNL, UMAN
The 9th IEEE International Conference on Advanced Learning Technologies (ICALT 2009). (submitted)	Berlanga, A. J., Van Rosmalen, P., Trausan-Matu, S., Monachesi, P., & Burek, G. (submitted). The Language Technologies for Lifelong Learning Project. URI: http://hdl.handle.net/1820/1784	July 14-18, 2009, Riga, Latvia.	OUNL, PUB-NCIT, UU, UTU
Stahl, G. (ed.), Studying Virtual Math Teams, Springer, to appear in 2009.	Trausan-Matu, S., Rebedea, T., Polyphonic Inter-Animation of Voices in VMT http://www.cis.drexel.edu/faculty/gerry/vmt/book/24.doc		PUB-NCIT
Invited lecture at UPMF Grenoble	Trausan-Matu, S., Polyphonic-Based Analysis and Assessment of Computer-Supported Collaborative Learning Conversations	March 24, 2009, Grenoble, France	PUB-NCIT, UPMF
AI-ED Conference @ Brighton (Accepted)	P. Dessus, An Overview of LSA-Based Systems for Supporting Learning and Teaching	July 8-10th, Brighton (UK)	UPMF
EPAL Conference @ Grenoble (Accepted)	P. Dessus, S. Trausan-Matu, V. Zampa, T. Rebedea, S. Mandin & M. Dascalu. Vers un environnement-tuteur d'apprentissage dialogique	June, 4-6th, 2009 Grenoble, France	UPMF-UPB

* See also Section 3.2 Training Plan Year 2

3. Training

3.1 Overview: Approach and Results

The training plan covers the following areas of training:

- Training and support in **core technologies and methodologies**, supporting the research and development activities taking place in workpackages 2, 4, 5 and 6.
- Training and support in **evaluation methods**, supporting the validation activities taking place in LTfLL workpackage 7.
- Training and support in the **use and deployment of services**, to promote the uptake and enable the use of the developed services.

This plan does not cover dissemination through presentation of papers at conferences and journals, which is included in the dissemination part of this strategy document. However, it does include workshops that include substantial guided interaction of the attendees with each other, the tutor and/or the system.

3.1.1 Approach

Responsibilities

To ensure an integrated approach, UNIMAN as task lead acts as **training coordinator**. Budgetary control for training and support activities rests with the Executive Committee.

All partners can expect to act as **training providers** for training related to the workpackages with which they are associated. The role of a training provider is to:

- plan and organise training activities
- prepare training materials for face to face sessions and/or on-line training
- deliver training
- administer the training evaluation questionnaire
- provide on-going support to recipients of training.

Process

Training requests are collected in Consortium and workpackage meetings, and through the training request/proposals log. The **training coordinator** collates the requests and identifies potential **training providers**. A proposal for training may be made in response to a request, or may be presented independently.

In all cases, training providers will present an outline plan through the training request/proposals log as a proposal for training. This will include the potential impact of the training, date, place and mode of delivery (face to face or on-line) and estimate of cost. The training coordinator will then refer training proposals to the Executive Committee. When the Executive Committee has accepted a training proposal, the proposal is referred back to the training provider for detailed planning.

Implementation

The training planning template is available in **Appendix I**. The training template is intended to provide an aid for the planning and delivery of training sessions, and also provides a clear, consistent format for recording and sharing training activity plans with other stakeholders.

The training planning template enables partners to identify the following:

- The title of the session
- The date
- Where training will take place
- Who will facilitate the training
- Who the audience are
- The aim of the training session
- The intended learning outcomes of the session
- The activities that will be facilitated, with time allotted for each
- The resources required
- Any additional comments for each activity

Participants in each session will complete a training evaluation questionnaire to provide formative feedback.

3.1.2 Results

Training in Year 1 has focused on the needs of the Consortium with regard to methodologies (scenarios, LSA, validation). Training took place in Consortium meetings in Manchester (June 2008) and Sofia (November 2008).

Training to date has aided the development of a shared vision of how each of the components of the LTfLL suite will work. The development activities undertaken at consortium meetings have supported formal knowledge and relationship-building. Interactions between the partners beyond consortium meetings have been facilitated through online discussion and Flash Meeting sessions, which have built on the relationships forged at Consortium events to enhance individual development through resource sharing and dialogue exchange.

A breakdown of training activities in Year 1 is provided in Section 3.4.

3.2 Training Plan Year 2

General observations

In Year 2, the emphasis of training will shift from training for LTfLL partners at the March Consortium meeting towards:

- workshops designed both to disseminate the project to external stakeholders and provide training in the underpinning technologies
- training and materials for use of the LTfLL services version 1

Consortium training

The WP8 team gathered the training requirements of LTfLL partners at, and subsequent to, the Sofia Consortium meeting in November 2008 (see **Appendix I**). This identified the following three general areas for training in Grenoble:

- Training associated with WP2:
 - Web-service approach & component widgetising
- Training associated with WP3:
 - Solution scenarios
- Training associated with WP7:
 - Evaluation methodologies
 - What makes a good validation?

As well as the requirements identified by partners, the Grenoble meeting will provide training in the development of the later scenarios of the Rosson and Carroll methodology adopted by the project (Rosson & Carroll, 2002).

Workshops for external stakeholders

The LTfLL version 1 services are expected to be available for demonstration in the second half of 2009. Meanwhile, workshops will focus on training in the advanced language technologies used in the project, in association with LTfLL dissemination. The aim is to raise the profile of LTfLL in advance of future workshops demonstrating the services.

Training in the use of the LTfLL services

The scenarios guiding development of the version 1 services are still under development. Detailed planning for training on the version 1 services will take place when the nature of the services and their user interfaces becomes clear.

Management activities in Year 2

Discussing, planning & gathering of training requirements for Consortium and external stakeholders	UNIMAN/BIT-MEDIA	All partners	Grenoble meeting, March 2009
Agreement of time schedule for developing training on the use of the LTfLL services	UNIMAN/BIT-MEDIA	All partners	Grenoble meeting, March 2009
Detailed planning for training on version 1 services	UNIMAN/BIT-MEDIA	All partners	Mid-2009

Proposed training activities in Year 2

Training activity	Lead partner	Contributors	Date
Demonstration of showcase services	Partners according to topic	Partners according to topic	Grenoble meeting, Mar 2009
Workshop on: <ul style="list-style-type: none"> • Training associated with WP2: 	UMAN/	Partners	Grenoble meeting,

<ul style="list-style-type: none"> ○ Web-service approach, component widgetising • Evaluation methodologies and approaches (WP7) • Development of later scenarios (WP3) 	BITMEDIA/ OUNL/ AURUS	according to topic	Mar 2009
Workshop on NLP-based experiments in technology-enhanced learning (based on LTfLL WP4)	UTU / OUNL / WUW	Researchers	JTEL summer school, 30 May – 6 June 2009
Workshop on social media, ontologies and e-learning (Web 2.0 learning) (based on LTfLL WP6)	UU	Researchers	JTEL summer school, 30 May – 6 June 2009
Evaluation methods for LTfLL version 1	UNIMAN	Partners according to topic	Before end Nov 2009 (Consortium meeting if possible)
Workshop demonstrating version 1 services	UNIMAN	Partners according to topic	Autumn Consortium meeting
External workshops demonstrating version 1 services	UTU	Partners according to topic	As agreed in detailed planning

3.3 Main Events Year 1

June 2008 – Manchester Consortium meeting

The project meeting in Manchester provided a series of four headline sessions, in which all partners were introduced to the underpinning concepts and methods to be used in the project by their respective domain specialists. A summary was also provided of the LT4eL project, in which many of the partners were previously involved and on which LTfLL aims to build upon the foundations of.

November 2008 – Sofia consortium meeting

Development activities undertaken during the meeting focussed on development of the problem and solution scenarios, directed by members of WP3. WP7 members also provided an initial introduction to validation, interacting with members of the relevant work packages to develop a shared vocabulary for articulation of validation questions.

February 2009 – TENCompetence Winterschool

WUW facilitated a workshop about the use of mash-up approaches for technology enhanced learning and widgets, in relation to the work on LTfLL workpackage 2.

3.4 Training Events Year 1

Planned and/or actual date(s)	Type	Type of audience	Countries addressed	Size of audience	Partner responsible/ involved	Details of event	Source Link
23 June 2008 LTfLL Consortium meeting, Manchester	Other – LTfLL Consortium meeting, Manchester	Research	LTfLL Consortium countries	25	UNIMAN, OUNL UPMF, UTU, WUW AURUS, OUNL UU, IPP-BAS, UTU	Consortium workshop on: Analytical tools in support of learning theory Latent semantic analysis: introduction, examples and technical aspects Scenario writing: intro and hands-on LT4eL overview and hands-on: focus: what can we use in LTfLL?	
10-11 November 2008 LTfLL Consortium meeting, Sofia	Other – LTfLL Consortium meeting, Sofia	Research	LTfLL Consortium countries	25	OUNL, AURUS	Development of problem and solution scenarios	
2-6 February 2009 TENCompetence Winterschool	Conference	Research	TEL PhD-students	Approx. 50-60	WUW	Mash-up approaches for technology enhanced learning and widgets.	http://www.tencompetence.org/files/ws_prg2008.html

Conclusion

At the end of the first year, the dissemination and training activities are well established.

The internal dissemination and communication is well supported through an internal website, a document archive Dspace and regular face-to-face and online meetings. For the general public, a website, with information about the project and access to the project's results, and a project leaflet are available. From the very beginning, the project has drawn attention. Initially, through a press release which has been followed up by interviews on radio and news paper and which has been taken over by various related websites. Subsequently, the project partners have been actively disseminating the project through both scientific and general papers and with presentation at various meeting, workshops and conferences. This has been done both by individual partners and by joint activities. For the second year, already a number of papers, presentations and workshops have been approved or have been planned.

Also the training infrastructure is in place. Training activities in Year 1 have focused on partner training and external workshops demonstrating the underpinning technologies of LTfLL.

Partner training activities are changing from being skills-related towards the demonstration of developed services. Planning the preparation of training materials for end users will commence when the user interfaces for the services are agreed during 2009.

References

Rosson M.B. and Carroll J.M. (2002), Usability engineering: scenario-based development of human-computer interaction, Morgan Kaufmann Publishers Inc., San Francisco.

Appendix I - Training Requests

Internal to Consortium

Partner making request	Training for whom?	What?	Level? <i>Introductory – general interest</i> <i>Introductory – technical</i> <i>Advanced – technical</i> <i>Etc.</i>	Suggested mode of delivery <i>Workshop, on-line training etc.</i>	Comments
PUB-NCIT	Stefan Trausan-Matu, Traian Rebedea	Training on the uses and different flavours of LSA (LSA, pLSA, Dirichlet).	Advanced	To be decided	
UPMF	Sonia Mandin	Java and .NET training (if these technologies are adopted)	To be decided	Course and hands-on sessions	
WUW	Partners in WPs 4, 5 & 6	Corpora tuning, R NLP tasks, web-service approach, component widgetising	Advanced	Workshop	
	New people joining the Consortium	Introduction to the project	Introductory	To be decided	UTU proposed that partners should present their work to each other in such a way as to cover this. UNIMAN proposed that appropriate web materials are available.
OUNL, UNIMAN	Adriana Berlanga, Gillian Armitt, Ali Smithies	Introduction to the basic technical concepts of the project, for non-specialists in language technologies	Introductory	To be decided	Possibly a question and answer session with an expert.
UNIMAN	WP4/5/6	Qualitative/mixed method evaluation – think-alouds, focus groups, interviews, questionnaires	Practitioner		

Partner making request	Training for whom?	What?	Level? <i>Introductory – general interest</i> <i>Introductory – technical</i> <i>Advanced – technical</i> <i>Etc.</i>	Suggested mode of delivery <i>Workshop, on-line training etc.</i>	Comments
UU	WP4/5/6	Instructions/training in how to do a good and meaningful validation (which aspects to take into account regarding setup, what kind of test persons, qualitative aspects e.g. number of test persons, number of experiments)			

.... PTO

Training in how to use the LTfLL services

Partner making request	Training for whom?	What?	Level? <i>Introductory – general interest</i> <i>Introductory – technical</i> <i>Advanced – technical</i> <i>Etc.</i>	Suggested mode of delivery <i>Workshop, on-line training etc.</i>	Comments
PUB-NCIT re WP5.1	Students	Guidelines for using instant messaging and discussion forums for collaborative tasks	Practitioner level	Text or video tutorial	
PUB-NCIT re WP5.1	Tutors	Training for using the feedback platform	Practitioner level	User manual for the platform and video tutorials	
PUB-NCIT re WP5.1	Teachers	Guidelines for assessing students using collaborative tools like instant messaging and discussion forums	Practitioner level	Tutorial	

Partner making request	Training for whom?	What?	Level? <i>Introductory – general interest</i> <i>Introductory – technical</i> <i>Advanced – technical</i> <i>Etc.</i>	Suggested mode of delivery <i>Workshop, on-line training etc.</i>	Comments
PUB-NCIT re WP5.1	IT staff	Installation guidelines for the collaborative tools and communication with the feedback platform	Practitioner level	To be decided	
UNIMAN	IT staff	User support for services	Practitioner level	To be decided	
UU re WP6.2a	Students	Tutorial about use of search functionality in the used LMS for a learning task, for showcase 6.2a	Practitioner level	Tutorial	
UU re WP6	Tutors Systems administrators	Requirements uncertain as yet – review for versions 1 & 2	Practitioner level	To be decided	
UTU re WP4.1	Students / tutors	User support and guidelines for service	Practitioner level	On-line training and/or manual	
UNIMAN re WP4.2	Students / tutors	User support and guidelines for service	Practitioner level	On-line training and/or manual	
UPMF re WP 5.2	Students	Guidelines for using the essay reading/writing system.	Introductory	Text or video demo	
UPMF re WP 5.2	Teachers & Tutors	Comprehensive guidelines for managing students in the service (tutors) and for using the whole service (Teachers), particularly the annotations database and the course texts gathering.	Technical-Advanced	Workshop and then on-line tutoring to fix problems	