



innovative, inclusive, interactive & intercultural
learning campus

iCamp Building Blocks, Version 1

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List of Acronyms

Acronym	Description
TEL	Technology-Enhanced Learning
iCampFolio	iCamp Portfolio of TEL Systems and Tools

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Executive summary

Development of the portfolio of iCamp building blocks is one of the outcomes of the iCamp project developed in workpackage 2. The iCamp building blocks refer to the iCamp portfolio of TEL systems and tools. This deliverable focuses on the first prototype of the iCampFolio. iCampFolio is decision making tool for supporting the selection of iCamp compliant systems and tools. It is based on a soft-ontological approach enabling evaluation and comparison of different TEL systems and tools along various ontological perspectives.

This deliverable starts with an overall description of the first prototype of the iCampFolio. The Second Section gives a short overview of how to use the iCampFolio tool for the comparison and evaluation of TEL systems and tools. The Third Section describes one of the possible scenarios of using the iCampFolio and the deliverable D2.2 ends with section 4, which focuses on next steps towards the development of the next iCampFolio prototype.

1. Description of the first prototype of the iCamp portfolio of TEL Systems and Tools

The iCamp portfolio of TEL Systems and Tools (iCampFolio) is the first prototype of a decision support system facilitating the selection of TEL systems and tools. The iCampFolio represents a portfolio of tools, which form one part of the entire iCamp space in addition to the people, locations and artefacts. The iCampFolio is based on a soft-ontological approach enabling evaluation and comparison of different TEL systems and tools from various perspectives. Being based not only on a simple hierarchical taxonomy, the iCampFolio encompasses a description of multi-dimensional perspectives and enables a selection of TEL systems and tools along different dimensions.

The first prototype of the iCampFolio consists of three views: a *table of values view*, a *listing view* and an *ontology view*. The *table of values view* comprises a list of names of TEL systems and tools covered by the iCampFolio. For each of these, nine parameters are stored with the respective numerical value. The *listing view* consists of a full description of every TEL system or tool. The *ontology view* shows the selection of TEL systems and tools; thus this view can be understood as a selector tool. The ontology view can be used as an explorative decision support tool. The selector tool thus enables a user to investigate different TEL systems and tools which have been added to the portfolio of tools beforehand according to different pre-selected perspectives.

Perspectives in the prototype of iCampFolio are presented as parameters with pre-determined numerical values. The values reflect the TEL systems and tools' capabilities to support these parameters. In the context of iCamp Space, parameters represent didactical activities based on the work developed by B. Collis (1997). According to Collis, didactical events show different sorts of instructional settings a learner is intended to experience in a course (Collis, 1997). Collis didactical activities serve at this point of the development process of the iCampFolio as an example to demonstrate the main principle of the current prototype. As the current level of description of the didactical activities in this first prototype of the iCampFolio is not satisfactory, Collis' didactical activities need to be intertwined with additional categories in the next prototype. They also need to be customized in terms of being more accurate for the description of didactical activities. A detailed theoretical basis and a conceptual model for the development of iCampFolio are described in deliverables D1.1 and D2.1.

As mentioned in deliverable D2.1, current evaluation and comparison methods are mainly one-dimensional and therefore do not fulfil the requirements outlined by the iCamp project consortium due to the various reasons. One major objective in the development of the iCampFolio therefore is to provide multi-dimensional perspectives based on a soft-ontological approach to comparing and evaluating TEL systems and tools.

2. User manual of iCampFolio

The following section gives a short overview of how to use the iCampFolio tool for the comparison and evaluation of TEL systems and tools. iCampFolio is available at: <http://www.htk.tlu.ee/icamp/icamponto>. As an authenticated user you have the option to edit and add TEL systems and tools to the iCampFolio.

On startup you can choose between *Ontology View*, *Table of Values View* and *Listing View*.

The **Ontology View** (Figure 1) presents the learning systems and tools in the iCampFolio with their names and parameters.

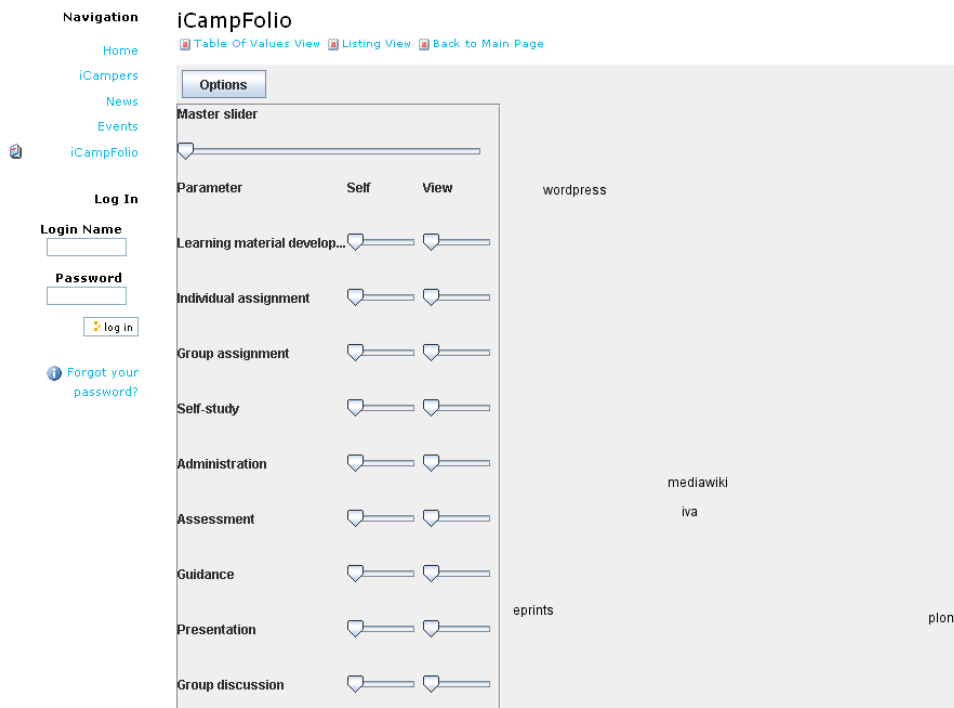


Figure 1: Screenshot of the Ontology view

On the left side of the screen, a list of parameters is shown with two types of sliders – *Self* and *View*. Names of learning systems and tools are arranged randomly on the right part of the screen. *Self* sliders enable the user to manually change the weight of each parameter by moving the slider from left (minimum) to the right (maximum), resulting in changed positions of the learning systems and tools on the right part of the screen (see figure 2 as an example).

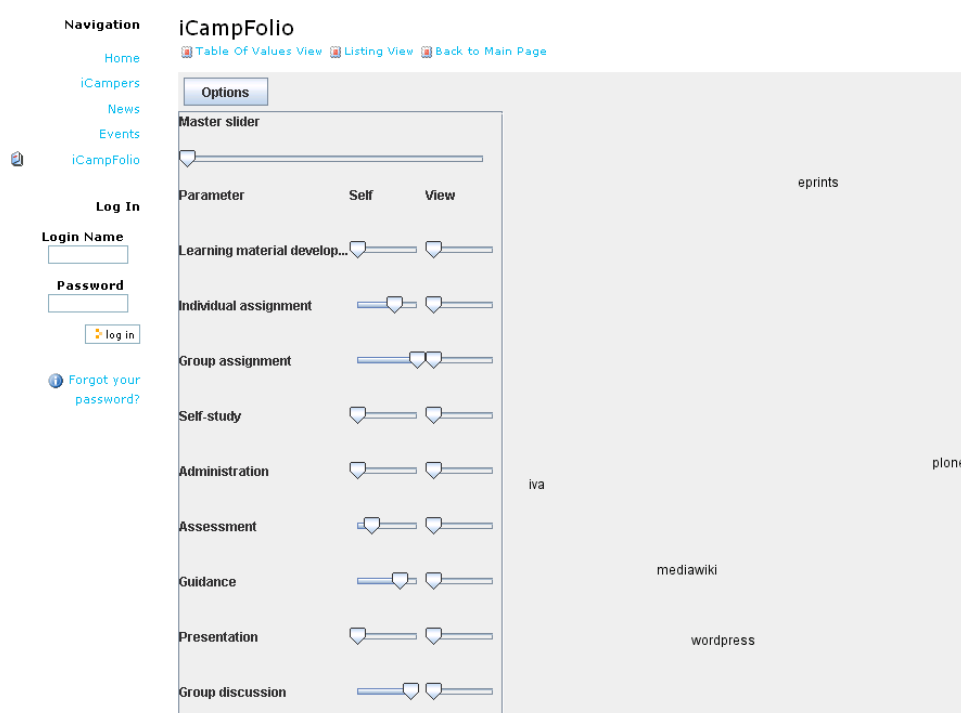


Figure 2: Screenshot of the use of *self* sliders

As a default setting in *Ontology View*, all parameters are set to have minimum weight (Figure 1). The *Master* slider allows changing the values of all parameters at once.

Moving the cursor over one parameters' name on the left part of the screen results in a change of colour of the learning tools displayed on the right part of the screen into different levels of green. Lighter shades of green mean better support of the selected parameter (see figure 3 as an example). By clicking on the one of the names of the learning tools on the right part of the screen, *View* sliders will show the values of each parameter for the selected tool.

OPTIONS

The Options button allows changing the settings of the iCampFolio:

- Csv tab shows the complete list of learning tools and the numerical values of every parameter for each learning tool converted from 0 to 1. Zoom tab permits changing the alignment of learning tools on the iCampFolio space and the elements represented on Ontology view.
- Data tab displays a complete list of the stored parameters. An option to add and remove parameters will be available in the next version.
- Group tab enables the user to group different learning systems and tools into new objects. It also allows selecting between calculation methods for the parameters values (averaged or summed).

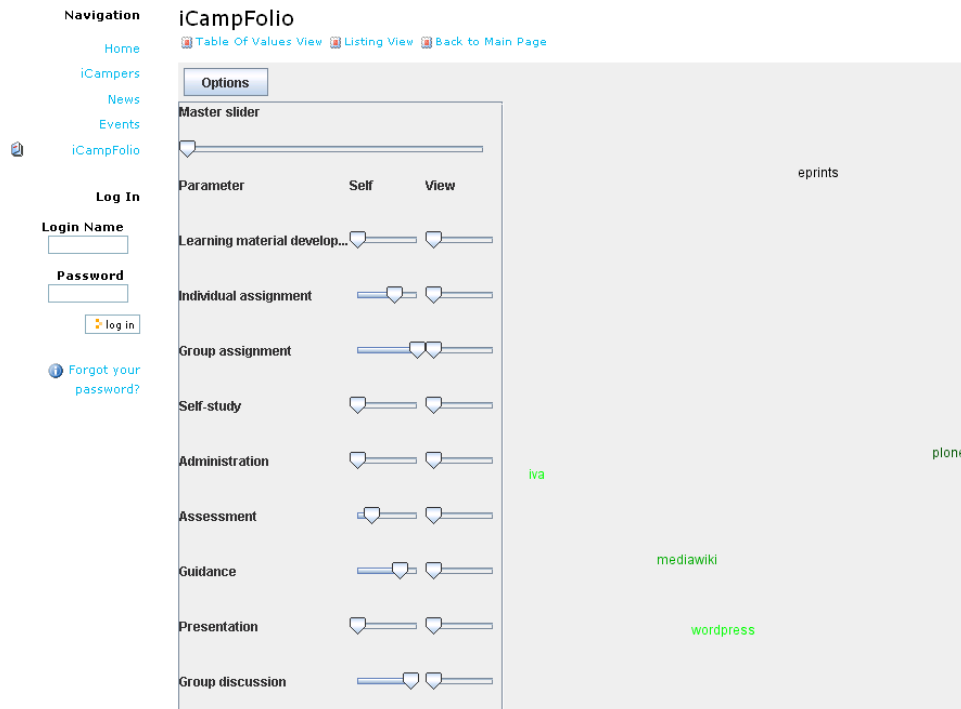


Figure 3: Screenshot of the change of colours of the learning tools

The **Table of Values View** (figure 4) shows a list of the learning tool names and parameters with the values for every tool. Clicking on the name of the learning tool will display a page with the description of the parameters and their values.

The screenshot shows the 'Table of Values View' in iCampFolio. It displays a table with columns for tool names and various parameters, and rows for each tool. The values are numerical. There are also some decorative colored circles on the right side of the page.

name of the tool	learning material development	individual assignment	group assignment	self-study	administration	assessment	guidance	presentation	group discussion
IVA	4	8	7	6	5	7	6	8	7
Plone	5	6	5	7	7	5	4	6	8
ePrints	8	7	4	5	3	4	3	8	4
WordPress	5	6	8	7	5	7	5	6	6
MediaWiki	8	6	7	4	3	6	6	8	5

Figure 4: Screenshot of the table of values view

Listing View (figure 5) displays a list of learning systems and tools. Again, clicking on the tool name will present the numerical values and written text of other characteristics.

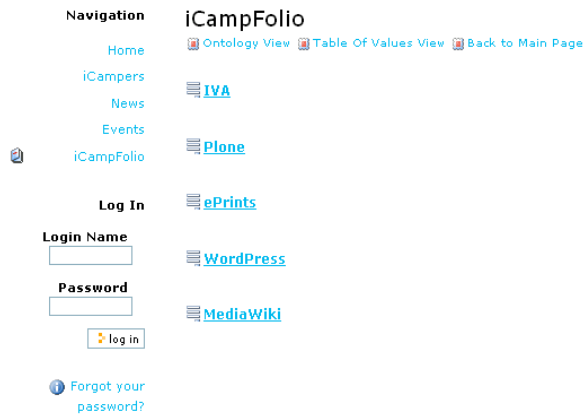


Figure 5: Screenshot of the listing view

3. User scenario

Below one of the possible scenarios of using iCampFolio is presented.

Anna is a teacher at the University of Leicester, where she teaches andragogy. As the Kaunas University of Technology is a partner university of the University of Leicester she knows a teacher who teaches andragogy as well for future English teachers. They decided to run the course simultaneously as this is a compulsory course in both curricula. In addition to the domain specific procedural skills and factual knowledge in andragogy, Anna wants to create a challenging learning situation to develop competence advancement in the area of collaboration. This means that both teachers have to restructure and reorganizing their courses in order to make cross-cultural collaboration feasible between students at the University of Leicester and at the Kaunas University of Technology.

In order to construct procedures that make the occurrence of challenging situation likely they need to combine activity patterns with learning technology tools. Thus they face two constraints: to find suitable didactical activities for competence advancement in collaboration and to find appropriate tools for carrying out these activities. Hence, Anna decided to play with the iCampFolio ontological view which enables to evaluate and compare different learning systems and tools from multi-dimensional perspectives.

Anna goes to the iCampFolio and chooses the “ontology view” of the tool, which enables her to see given parameters and some of the tools already entered to the system. Anna analyses all the parameters as didactical activities that are given in order to evaluate systems and tools and according to their educational goal in terms of competence advancement in collaboration she is thinking about following didactical activities: group assignment and group discussion. She uses the “view” sliders of group discussion and group assignment and moves them to the right to show the system that these didactical activities are the most important to her in her current situation. While moving the sliders to the right she can see the names of the learning systems and tools moving. The iCampFolio ontological tool shows that ePrints is the only tool which is separate from the others. These locations of the tools in a right part of the screen refer to the different values of the chosen parameters. At the moment the iCampFolio does not give enough information in order to decide the appropriateness of tools for her educational purposes.

While Anna moves a cursor onto the name of group discussion on the left part of the space, the colour of the learning tools changes into different levels of green on the right part of the space. The lighter is the green colour the more the tools support the chosen parameter. Now Anna knows that for group discussion the best choice in terms of tool would be Plone learning system. On the other hand Wordpress and IVA somewhat support this didactical activity. Another interesting parameter for her was group assignment. While repeating the same activity (moving a cursor onto the name of group assignment), the space on the right part shows that Wordpress would be the best choice before IVA and Mediawiki. According to this Anna should decide weather to choose Wordpress or IVA for her educational purposes.

Furthermore as the decision making in terms of tools is not easy, Anna is interested in what other didactical activities Wordpress or IVA would support. To find out it she clicks on name of Wordpress on the right part of the space, which causes the sliders

movement under the “View” by showing the values of each parameter. Now she can make a choice between IVA and Wordpress as she knows extra values of both tools.

4. Next steps towards the development of iCampFolio

This deliverable introduces first prototype of iCampFolio. Further development and improvement will be done according to the conceptual work in work package 1 and 2. Future work will focus on extending the prototype from technological as well as from conceptual point of view. Next steps towards the development of iCampFolio will be the following:

- development of conceptual model with respect to the level of description of didactical activities;
- empirical studies for validating the tools in the iCampFolio.

5. References

Collis, B. (1997). Pedagogical reengineering: a pedagogical approach to course enrichment and redesign with the www. Retrieved May 16, 2006, from <http://www.ub.es/forum/Conferencias/betty.htm>