

# International Advisory Committee – Report of First Meeting



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## 1 International Advisory Committee - Minutes of first meeting

**Date: 14 September 2011 Location: CONCEDE Conference at Oeiras, Portugal**

### 1.1 Attendance and introductions

#### 1.1.1 IAC members attending:

<b>Name</b>	<b>Organisation</b>	<b>Country</b>
Deborah Arnold	Vidéoscop, Université Nancy 2	France
Eileen Freeman	CRITE, Trinity College Dublin	Eire
Bas Ten Holter	Moodlerooms Inc.	Belgium
Wayne Mackintosh	OER Foundation and Otago Polytechnic	New Zealand
Susan Patrick	International Association for K-12 Online Learning	USA
Yves Punie	Institute for Prospective Technological Studies (IPTS)	Spain

#### 1.1.2 Project partners attending:

<b>Name</b>	<b>Organisation</b>	<b>Country</b>
Nikitas Kastis	Lambrakis Research Foundation	Greece
Paul Bacsich (Host)	Sero Consulting Ltd	UK
Barry Phillips	Sero Consulting Ltd	UK
Nikki Cortoos (Minutes)	ATiT	Belgium
Sally Reynolds	ATiT	Belgium
Claudio Dondi	MENON	Belgium
Daniela Proli	MENON	Belgium
Maggie McPherson (Internal evaluator)	University of Leeds	UK

#### 1.1.3 Guests attending:

<b>Name</b>	<b>Organisation</b>	<b>Country</b>
Ida Brandão	Ministry of Education	Portugal
Prof Marcelo Maina	Universitat Oberta de Catalunya (UOC)	Spain
Monika Moises	BMUKK	Austria
Ebba Ossiannilsson	Lund University	Sweden
Rolf Reinhardt	Learning Agency Network	Belgium



#### 1.1.4 Background to some of those present

- **Ida Brandão** (Ministry of Education, Portugal) has been working for the last 5 years working in special needs education, virtual community, sharing OER, focussing on assistive free/open technologies.
- **Dr Marcelo Maina** (Universitat Oberta de Catalunya (UOC), Spain) is a Lecturer at the ELearn Center at UOC and is interested also in OER.
- **Wayne Mackintosh** (OER Foundation and Otago Polytechnic, New Zealand) is a strong advocate of sharing knowledge freely, through OER, and is interested in how we can use technology to share knowledge freely. He is a member of the Board of Directors of the OER Foundation in New Zealand (on schools and post-secondary education) – a not-for-profit / education charity, and works on policies in NZ that might motivate others. He is a prime mover behind the OER University.
- **Monika Moises** (BM:UKK, Austria) is with the Austrian Ministry of Education, ICT system and purposes department – primary and secondary schools, Virtual School of Austria (derived from Schoolnet) – [www.virtuelleschule.at](http://www.virtuelleschule.at)
- **Ebba Ossiannilsson** is a benchmarking and quality expert from Lund University, Sweden.

- **Susan Patrick** (iNACOL, International Association for K-12 Online Learning, USA) is president of this NGO of K-12 schools, and focuses on how we can provide world class education to students wherever they study. The association has 3,800 members including 250 virtual schools, 4 million students in open education and they have recently carried out a survey of 3000 members about the use of OER.
- **Rolf Reinhardt** (Learning Agency Network, Belgium) previously worked at EFQUEL and is now at Learning Agency Network (Requirement analysis, etc).

## 2 Introduction to VISCED and discussion

### 2.1 The project structure

**Paul Bacsich** described the VISCED project's main phases:

1. Establish and document the current extent of virtual schools and colleges across the world;
2. Identify exemplars and innovative practice;
3. Develop further innovative practice through piloting (led by partner Ross Tensta Gymnasium but with UK and Greece also)
4. Analyse the current state of virtual schools and colleges and identify success factors;
5. Develop policy recommendations at national and international levels.

### 2.2 Online presence and the wiki

**Paul** elaborated on the wiki use in this project: we favour the use of wikis as a collaborative and public research medium.

Our users are the readers and writers of our public wiki, and we encourage others (not within the project) to work on the wiki and share their experiences. Thanks to our wiki we have already received external help which pointed us to corrections – as for instance with a “virtual school” in Bahia, Brazil that actually only has 1% virtual aspect.

**Wayne Mackintosh** is part of the international board of the Wikimedia Foundation and might be able to help to connect on a wider range with Wikimedia.

### 2.3 Taxonomy

Early in the project, we did not want to narrow the term “virtual schools/colleges” too much, and so we drew a wider circle around it, which also allowed for ICT-innovative schools and colleges with some students in then age range of 14-21. In developing a taxonomy and typology, we can shrink down a bit.

- **Bas** asked if we have specific tags like faith-based tags, age-group tags. We do not these yet.
- **Wayne** pointed out that whatever system we would use for taxonomy, it should be scalable, have sub-tagging and it should be able to change intermittently.
- The IAC agreed that funding and public/private are related tags
- **Nikitas** found the tags target audience ><scale and public><private divisions confusing.
  - He would focus on the type of provider. Who is *offering* the programme? A school offering or a ministry initiative? Who is the *owner* of the programme?
  - Target audience. Is this just age or with regard to illness, grade, scope, gifted etc?

- **Sally** noted that there are no tags about the reason for the school, the ethos, rationale etc.
- **Wayne** said that we might need a typology in the project, but that the community would in the end make a typology themselves. It is more important for the project why the “target audience” for instance would be at the top of the typology, and why you might choose certain typology terms, but we should not also be too dictatorial about the typology. We should not say it is a community wiki, if the community is not to be let loose to decide on their own typology.
- **Yves** asks what the need for the taxonomy was. And when the taxonomy is in action, what is next?
- **Susan**, who has a taxonomy graphic in her own report (shown on screen) said that the taxonomy iNACOL had created was so as to talk to policy makers who might not fully understand virtual schools and their differences.
- We need to make the rationale for the taxonomy clearer.

## 2.4 Policy

- **Claudio** asked what the policies that enabled virtual schools are.
- **Yves** noted that with regard to policies, we might need to propose a rethink of the curriculum.

## 3 Other matters and suggestions

### 3.1 OER

As the host of this meeting, the CONCEDE conference focuses on User-Generated Content. We can also say that we have not found as much about OER, while we were researching virtual provision, as we thought we would. Perhaps other terms or language-specific terms for OER are the cause of this apparent lack of information, but this is not clear yet. This would be an appropriate item for discussion.

### 3.2 Suggestions

- Mailing list for VISCED IAC members or something on LinkedIn group;
- **Deborah** commented that the choice would depend on the level of public/private discussions.

## 4 Planning of next IAC meetings

- IAC Meeting 2: Wednesday before ONLINE EDUCA BERLIN 2011 (hosted by Lambrakis)
- IAC Meeting 3: Before EDEN conference (hosted by Sero)\*
- IAC Meeting 4: Between the summer and end of November (end of project), hosted by MENON and concentrating in policy issues

*\* Post-meeting note: IAC Meeting 3 is now likely to be held in Sheffield (UK) in May 2012, focusing on practitioners, to coincide with a conference hosted by Sero.*