Structuring an EGEE-II course

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Overview

- Start and end of courses
- The middle
- How to run practicals??
- Course composition: Re-use, not recreate… except for…
- ….Where we need more modules

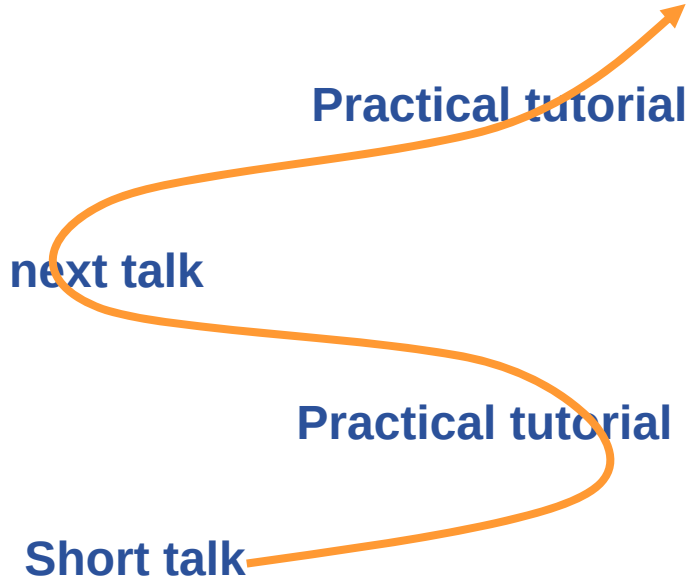
Start and End

- **Strong start and end reinforces learning**
- **Start of a course**
  - Safety matters
  - Restate goals – as advertised, and as in evaluation form
  - Give orientation to the agenda
- **End of course**
  - Review the agenda covered
  - Discussion
    - Any remaining issues
    - Reactions to course
  - Then evaluation forms to be filled in
    - Encourage written comments
    - Also from tutors! – something we should do!

How can this discussion be done effectively??

The middle

- **Minimise talking! More practicals!**
  - Especially where a language isn't fluently shared by trainers and participants!
  - More is learnt from doing than listening!
    - Training: is teaching people how to do something – so do it!
- **For each module, trying a pattern of**
  - Introduce key ideas
  - Use them in practical
  - More detailed description
- **Avoid**
  - Death by powerpoint
  - Then long practicals!
- **Be alert to group discussion opportunities (small groups?)**



How to do practicals?

- **Feedback scatter is greater on practicals than talks, usually**
  - WHY?
    - Because different people learn experientially in different ways
    - In any course there will be different people who like:
      - *To be lead*
      - *To explore*
      - *To be challenged*
      - *To learn gently*
      - *….*
  - But we have to define one approach for each practical
  - And are usually time-constrained
- **May not be “a best approach” – but be alert to the issues here!**

How to do practicals - 2

- **Moved from a speaker-led model to web-page lead**
  - Accommodates different speeds of typing, learning
  - Allows URLS to background information to be explored
  - Fast participants can do more advanced optional exercises
- **MUCH less stressful for participants…**
  - Not chasing
  - Written English is sometimes more fluent than spoken
- **and less demanding for trainers**
  - Less needs to be remembered or said!
- **Tending to create practicals in pattern of:**
  - Simple “follow this” to learn concepts
  - Then increasing levels of challenge if time permits

How to do practicals - 3

- **Two complementary approaches at present:**
  - GILDA wiki – directly useable for many practicals
  - Web pages – on trainers' homepages, able to be edited without need for editorial GILDA control
  - Significantly new material should be passed to GILDA wiki and to the NA3 "Editorial Task Force"

Course composition

- **Goal: for NA3 to maximise benefit and minimise unnecessary effort – through re-use of material**
- **Modules not courses are re-useable**
  - E.g. Compose courses from modules
    - Intro to information system
    - Using GFAL
    - Using RGMA
    - RGMA for monitoring applications
  - Contexts vary
    - Between federations
    - Between participants – some courses are for one VO, …
    - Time available varies
- **Editorial Task Force seeks to facilitate this**

Course types

- **Induction**
  - Modules considered to be in “maintenance mode”
  - An “ETF exemplar” course exists
- **Application Developer**
  - In EGEE-I, focus was on APIs
  - Huge scope for wide range of new modules
    - Higher level tools – which?? GANGA???
    - Portals and portlets
    - “Building blocks” that solve common problems
    - …..
    - **What else?**
- **Installation courses**
  - See GILDA site and also GridKa School

In groups of 2 and 3:

- **Take a look at:**
  - ETF page and wiki
  - GILDA wiki

  - Find both from “Important links” on NA3 home page http://www.egee.nesc.ac.uk/index.html

- **Also discuss:**
  - What information or discussion would help you remove obstacles to planning your future training courses?
  - Can you identify or help create needed modules? – application developer especially.