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

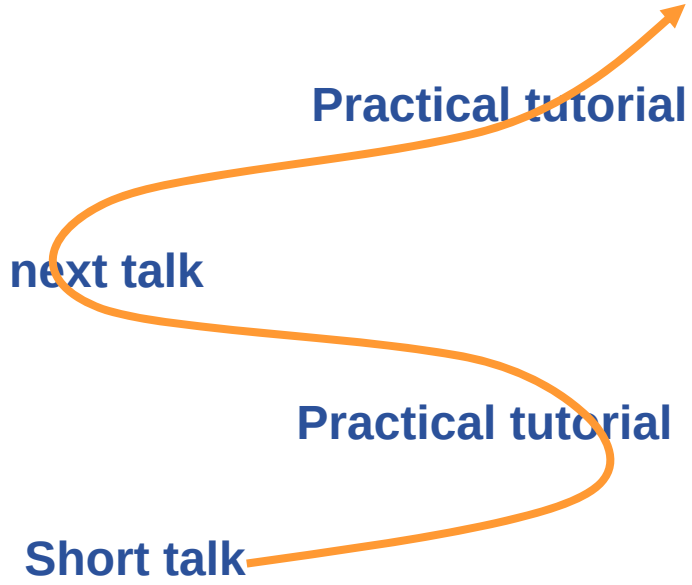
Start and End

- **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 conclusion 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*
      - *….*
    - And have a diverse background and skills
  - 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 led

- **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 struggling to keep up
  - Written English is sometimes more fluent than spoken
- **… incidentally less demanding for trainers**
  - Less needs to be remembered or said!
  - Respond to questions
- **Simplifes re-use in future events**

…. now edging back a bit, with speaker-led practicals

- **Where these are short**
- **where discussion alongside works well**
- **E.g. first jobs are submitted then a further talk given on WMS while jobs execute**

How to do practicals - 3

- **Sources of practicals**
  - GILDA wiki – directly useable for many practicals
  - Web pages – on trainers' homepages, hard to control
  - ETF wiki now being used to select material for courses
    - Single route to GILDA wiki, ETF pages, web pages, other sources for some practicals
  - Significantly new material should be passed to GILDA wiki and to the NA3 "Editorial Task Force"
- **Make practicals self contained**
  - So reuse is easy – tar file that persists and can be accessed by wget
  - Always: Providing reusable code that can be taken downloaded in future - Building blocks
- **Approach: challenge or "cut and paste"**
  - How to balance
  - Challenging participants so they have to engage more deeply
  - Tending to create practicals in pattern of:
    - Simple "follow this" to learn concepts
    - Then increasing levels of challenge if time permits

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**
  - Wiki pages directing people to web pages

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
  - Soon to be in ETF pages

Induction courses

- **Session 1 : introduction**
- **Session 2: gLite**
- **Session 3: next steps**

The “ETF”

Editorial Task Force

- **The goal of the Editorial Task Force is to collate and select material that is of particular value for trainers preparing future courses**
  - Generic to EGEE training
    - i.e. not concerned with federation-specific training
- **Current focus**
  - Maintaining selection of induction material
  - Collating material for application developer courses

- **For information see http://www.egee.nesc.ac.uk/NA3ETF/**

- **In near future, ETF will use Digital Library more intensively – currently “ETF exemplar” material in the DL refers to induction modules**

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 have you learnt from running courses?
  - What information or discussion would help you?
  - Can you identify or help create needed modules? – application developer especially.