LE@D·3.0 academy

Open Educational Resources for e-leadership skills

The Trainers' Toolkit

January, 2017

Contents

INTRODUCTION

The mission of Le@d3.0 Academy project is simple but challenging: to establish a long lasting Knowledge Alliance between academy and industry. This will be done in order to build the frame for a better European labour market for today's and tomorrow's workers. And to achieve its goal, Le@d3.0 is going to support online strategic e-leadership skills training programme based on OERs (Open Educational Resources).

The project aim is to become the EU reference in defining strategic e-leadership skills and providing training programmes for teachers and trainers from universities, business schools and corporate academies, and for managers from enterprises, including SMEs.

The project is based on an open approach to learning processes in terms of producing and sharing knowledge, and in terms of acquisition and transfer of methodologies.

The training programmes to develop e-leadership skills are going to be delivered through a learning virtual platform based on Moodle, the Academy, using OERs and resting on a lively Community of Practice of trainers, the Community. During the project lifespan, Le@d3.0 facilitators (teachers and trainers, the primary target) are going to support students and managers (the secondary target) in developing their strategic e-leadership skills through the Academy. Le@d3.0 trainers will acquire the competencies to train those skills in digital environments, so tech-savvyness will be one of the main objective to achieve for them.

This document is designed to support trainers in developing their knowledge.

Firstly, in understanding the role they can play in the strategic e-leadership skills training and what the current market demands are. Secondly, this document is a tool to support trainers in learning how to use the Academy to develop the learning processes.

Each section provides trainers with a step-by-step guide to perform the fundamental tasks and steps in the Academy, and methodological information and suggestions to help them design the best learning experience for their students.

The toolkit is organised as it follows:

- Chapter 1: Strategic e-leadership skills and skills clusters
Definition of strategic e-leadership skills and description of the clusters identified during the Needs analysis.

- Chapter 2: Le@d3.0 pedagogical approach: OERs and e-tivities
Main characteristics of andragogy (adult learning). Presentation of the specific pedagogical approach chosen for Le@d3.0. Definition of OERs. Definitions of e-tivities and practical suggestions on how to design them.

- Chapter 3: Overview of training needs
Description of the link between the competencies identified during the Need Analysis and training activities to be designed and delivered.

- Chapter 4: Experience of course design: how partners did it
Example of course design phases as conducted by Le@d3.0 partners.

- Chapter 5: Le@d3.0 digital learning platform: the Academy
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- Chapter 6: Resources for teaching online: free tools and oers repositories
List of free tools useful for educators. List and description of main OERs repositories mapped by Le@d3.0 partners.

- Chapter 7: Intellectual property rights and licenses types
Presentation of main aspects to keep into account regarding intellectual property rights and licenses types issues.
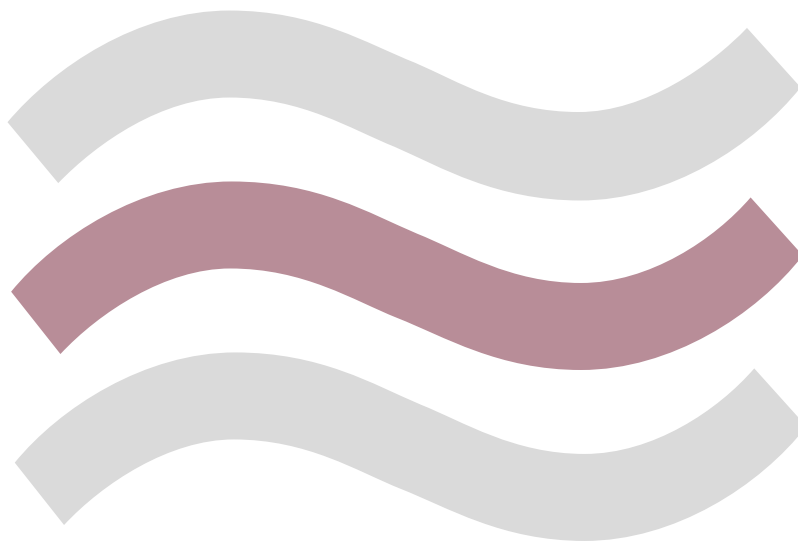
CHAPTER 1. STRATEGIC E-LEADERSHIP SKILLS AND SKILLS CLUSTERS

Strategic e-leadership skills are that peculiar blend of social and technological skills that a manager needs in order to be truly effective in the current labour landscape. Skills such as decision making, giving feedbacks to your team, empowering creativity (some of the so called 'soft e-skills') are very important in the current labour market. On the other hand, also having a basic digital literacy or knowing the base of coding (or 'hard e-skills', the more technical ones) are essential to achieve business goals in the Digital Age.

Le@d3.0 project focuses specifically on e-skills, which are specific competencies in ICT and digital area, and especially on e-leadership skills. E-Leadership skills enable people with strong ICT skills to lead qualified staff from different disciplines towards identifying and designing business models and exploiting key innovation opportunities, making best use of developments in ICT and delivering value to their organisations.

Therefore, strategic e-leadership skills can be seen as a combination of those hard and soft skills related to the modern digital business culture.

This topic is affirming itself as a fundamental one to address within education and management scenarios. Avolio et al. (2001) defined e-leadership as "a social influence process mediated by AIT (advanced information technology) to produce a change in attitudes, feelings, thinking, behaviour, and/or performance with individuals, groups, and/or organizations".

Whilst this definition provides an excellent starting point, it is important to break it down further, so one of the first task for Le@d3.0 team was to identify the specific needs of the different target groups. The fundamental questions to answer were:

- Do leaders require new skills for the digital economy scene? And who is concerned by these requirements?

- Which are the main e-skills that a leader must have in order to effectively drive change, innovate societal practices, establish new business models, attract, develop and manage talents (i.e. being an e-Leader)?

- Which are the main e-skill gaps for managers and future managers that trainers need to address?

The preliminary research made is based on literature review, best practice analysis and field research carried out by the project partnership on e-skills, with a particular focus on strategic e-leadership skills, combined with a review of Open Educational Resources (OER). The aim was to develop a solid scientific and operational foundation for future project operations.

The results coming from the research phase led to the identification of 6 main clusters of skills required by trainers, managers and students.

TABLE 1 – LIST AND DESCRIPTION OF THE SKILLS CLUSTERS

CLUSTER OF SKILLS	DEFINITION
DIGITAL LITERACY	It entails the technical knowledge that leaders need in order to be able to execute their leadership skills. Digital literacy entails the knowledge of different communication and management tools that support leaders in their functions.
E-TEAM WORKING SKILLS	Entails the ability to work and cooperate with people from various social, cultural and professional backgrounds, inside and outside the organisation; so as to achieve a common goal through the usage of ICT web 3.0 technologies.
E-COMMUNICATION SKILL	Entails the ability to convey their thoughts with clarity and confidence, both in written and oral forms, to be active listeners while providing the necessary response; and to enable employees to communicate effectively, particularly through the usage of ICT and web 3.0 technologies.
E-ENTREPRENEURIAL SKILLS AND INNOVATION SKILLS	It entails to the ability to venture into the discovery, evaluation and exploitation of business opportunities while creating risk awareness. It includes the ability to identify innovative business opportunities and be able to prepare, build, and exploit business models (which eventually leads to self-employment). Activities accomplished mainly with and through the usage of ICT web 3.0 technologies.
E-TRUST BUILDING SKILLS	In entails the required skills (and attitudes) to develop, foster and maintain trusting relationships to achieve organisational success. It includes the demands for harnessing ethics and professional moral within the organisation and among networks of collaboration and innovation.
E-LIFELONG LEARNING BUILDING SKILLS	It includes the required skills to apply acquired knowledge. It entails the skills to think in a critical, creative, innovative, and analytical manner about a problem, situation or opportunity. These skills also include the ability to expand and improve thinking skills, to provide ideas, and alternative solutions, do self-regulated learning such as skills required to search for relevant information from various sources and be able to manage them efficiently.

Starting from the clusters, a deeper analysis was conducted to identify the needs of each target group, in order to be able to fill these gaps within the Academy.

TABLE 2 – EDUCATIVE NEEDS FOR EACH TARGET GROUP

TARGET GROUP	URGENT EDUCATIVE NEEDS
STUDENTS	• Training in the use of big data • Analysing and managing risk in a digital environment • Online negotiation • Oral communication
MANAGERS	• Use of big data • Managing risk • E-trust building • Use of virtual tools in conflict resolution
TRAINERS	• Understanding how technology can reshape life, business and value chains • Use of knowledge management tools and business innovation • Driving the change in multicultural or geographically distributed organisation • Role of e-reputation and identity, e-trust building • Online negotiation and conflict solving • Online team management and motivation

CHAPTER 2: LE@D3.0 PEDAGOGICAL APPROACH: OERS AND E-TIVITIES

Le@d3.0 approaches the education process from a perspective that focuses upon the specific needs, values and entry levels of the target groups. Andragogy, the act of devoloping competences in adults, states that learning is driven by self-awareness and self-driven learning. The Canadian Literacy and Learning Network (2016) highlight 7 key rules of adult learning that Le@d3.0 facilitators should look to engage:

1. **Adults must want to learn** They learn effectively only when they have a strong inner motivation to develop a new skill or to acquire a particular type of knowledge.

2. **Adults will learn only what they feel they need to learn** Adults are practical in their approach to learning, they want to know how this knowledge is going to help them.

3. **Adults learn by doing** Children learn by doing, while active participation is more important among adults

4. **Adult learning focuses on problems and the problems must be realistic** Children learn skills sequentially. Adults start with a problem and then work to find a solution.

5. **Experience affects adult learning** Adults have more experience than children, and this can be an asset and a liability to be taken into account when teaching.

6. **Adults learn best in an informal situation** Children have to follow a curriculum. Often, adults learn only what they feel they need to know.

7. **Adults want guidance** Adults want information that will help them improve their situation or that of their children. They do not want to be told what to do. They want to choose options based on their individual needs.

Looking at the student target audience, we must understand their current method of learning. Academic

endeavours (excluding PhD researchers) follow a more focused linear curriculum that is pre-set within early stage planning. The curriculum based focus is designed to take a student on a journey, from initially understanding the key concepts that will be outlined, to embracing a firmer understanding of each and their application.

Within the Academy, this approach for student users will enable them to engage with content in a pre-determined process to follow this learning journey to completion. Despite this approach being used within educational institutions, the Academy should not be limited to it or pre-select for the target groups. Instead, each Le@d3.0 facilitator should be able to select the approach that best fits the learning style.

Whilst giving students the ability to be flexible with the resources, previous experience showed that this can lead to a disjointed learning pattern causing gaps in knowledge and a less effective learning, therefore a curriculum system could be more effective. Managers however, given their broader experience in the work place, may be able to take greater benefit from a free flow activity approach, ready o fit around the daily pre-set tasks in these roles. This free flow process makes users responsible of their own development rather, whilst the set curriculum could be perceived as patronising.

By adopting a set learning process for students and a free flow learning for managers each target group can experience an Academy designed around their own learning style. Since both options are available on the Academy, the decision is for facilitators to be made. This way those who are leading the education can recognize the most appropriate method for the learning profile of their students.

Another key point that is important to understand in order to design an efficient learning experience on the Academy is the variation in learning styles. The diagram below presents the recognized learning styles that can be supported by using different OERs while building courses:
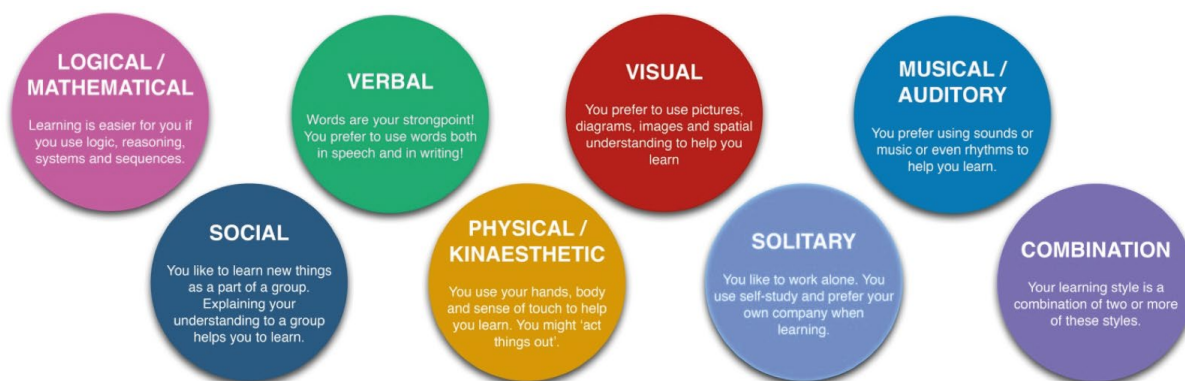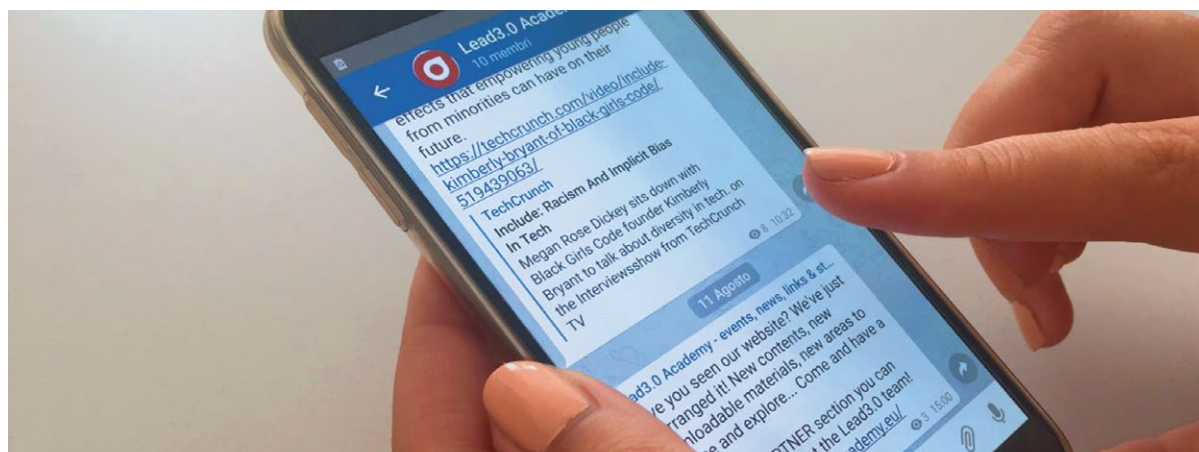

LOGICAL / MATHEMATICAL
Learning is easier for you if you use logic, reasoning, systems and sequences.

VERBAL
Words are your strongpoint! You prefer to use words both in speech and in writing!

VISUAL
You prefer to use pictures, diagrams, images and spatial understanding to help you learn

MUSICAL / AUDITORY
You prefer using sounds or music or even rhythms to help you learn.

SOCIAL
You like to learn new things as a part of a group. Explaining your understanding to a group helps you to learn.

PHYSICAL / KINAESTHETIC
You use your hands, body and sense of touch to help you learn. You might 'act things out'.

SOLITARY
You like to work alone. You use self-study and prefer your own company when learning.

COMBINATION
Your learning style is a combination of two or more of these styles.

Figure 1 – Visual representation of different learning styles (source: Educataholic 2014)

Le@d3.0 methodology: teaching with OERs and e-tivities

Le@d3.0 teaching methodology rests on two pillars: mixing OERs and e-tivities to support the development of strategic e-leadership skills. Le@d3.0 facilitators will be trained in order to activate learning processes supported and driven by technology. So what are these teaching tools? And how to use them?

Today the Web offers a large amount of sources and teaching materials freely available, created by experts, professionals and teachers. This massive digital library is virtually infinite and constantly reviewed and expanded. These free contents useful for teaching and learning are called OERs (Open Educational Resources).

OERs	+	E-tivities
Any educational resource used in or developed during the project that users can:		A framework for facilitating active learning in an online environment supporting:
1. Retain		1. Access and motivation
2. Reuse		2. Online socialization
3. Revise		3. Information exchange
4. Remix		4. Knowledge construction
5. Redistribute		5. Development

FIGURE 2 – CHARACTERISTICS OF OERS AND E-TIVITIES

It seems that there is no only one standard definition of Open Educational Resources. However, the following broad definition from OER Commons seems to be generally accepted by the community: "Open Educational Resources (OER) are teaching and learning materials that are freely available online for everyone to use, whether you are an instructor, student or self-learner".

These considerations have a strong impact on skills' training, especially regarding the selection and evaluation of the OERs on the key criteria of quality, pertinence and reliability.

On Le@d3.0 the term OER is used to indicate any open educational resource used in or developed during the project.

The term e-tivity was coined by Gilly Salmon, and indicates online based activities to be carried out in a collaborative way. Since Le@d3.0 courses are mainly built from existing OERs, designing e-tivities grants the personalization needed to suit learners' needs.

The definition given by Gilly Salmon is: "E-tivities are frameworks for enabling active and participative online learning by individuals and groups. E-tivities are important for the online teaching and learning world because they deploy useful, well-rehearsed principles and pedagogies for learning as well as your choice of networked technologies. They focus on the learners- the people I call the participants, who are contributing,

providing, reworking, interpreting, combining most of the knowledge. They overturn the idea that learning depends on one big expert and his/her conveying of knowledge. They are based on the strong idea that knowledge is constructed by learners through and with others." (source: www.gillysalmon.org)

E-tivities are tasks to be carried out online under the guidance of a teacher or a tutor. They can be individual or group tasks, and request some form of collaboration. E-tivities are a spark and a support to facilitate collaborative learning.

Adding specific e-tivities to online courses has many positive effects on the learning process. Some of the main pro's of using e-tivities are:

- Add personalization.
- Are suitable for entirely online programmes, for integrated and blended learning, mobile learning and everything in between.
- Are reusable and easy to try out, recycle, reuse and change.
- Useful also for learners with disabilities.
- Encourage a very wide variety of contributions and perspectives.
- Provide learners with an effective scaffold to support them in achieving objectives.
- Promote a learner-centred, task or problem-based approach to online learning, moving away from content-centric design.
- Increase learners' engagement.

Supporting and completing the use of e-tivities for online learning, there is a five stage model (G. Salmon, 2002) of what facilitators need to do to help participants achieve their objectives. Facilitators have an invaluable role to play in the successful implementation of the five stage model of learning.

1. **Access and motivation** The e-moderators role is to welcome and encourage participants to interact.
2. **On line socialization** Building on the first stage, this stage focuses on social processes and 'community building'. Moderator does bridge building.
3. **Information exchange** Facilitating tasks and supporting the use of learning materials.
4. **Knowledge construction** Facilitating process.
5. **Development** Supporting and responding.

To effectively design e-tivities, facilitators need to think about the purpose and process of each e-tivity and get it into draft format. It could be a scheme, a storyboard, a table, anything that defines and arranges the actions needed to complete the e-tivity. E-tivities need to be closely linked to specific learning objectives in order to be fully effective.

The next step is to work out how to ultimately place them into a learning sequence. Special attention has to be given to timing: scheduling the rhythm of tasks must take into account our learners (are they students? Or are they managers?) to give them enough time to do the task and learn from it.

Once these two steps have been done, the e-tivities can be designed. Learners will then receive the so-called
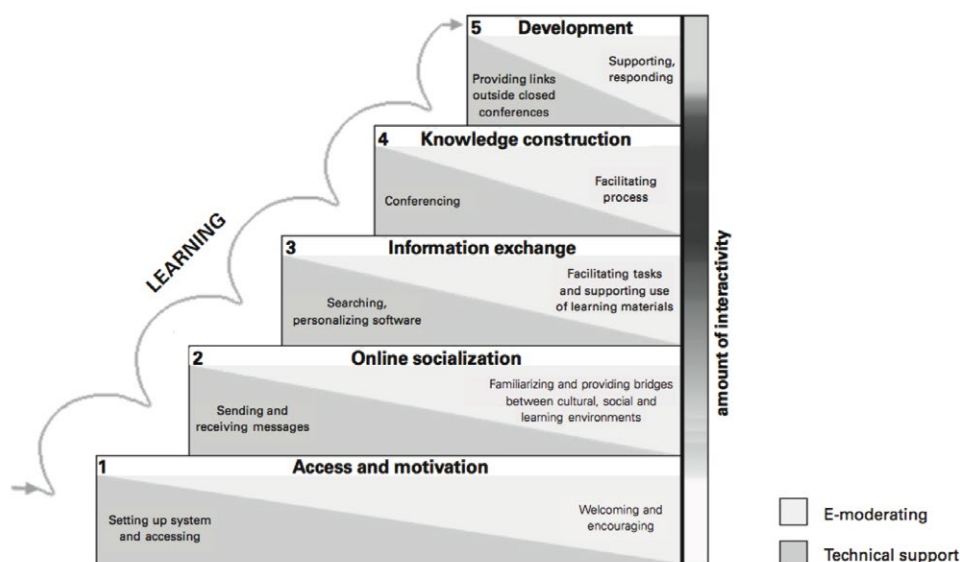
Figure 3 – Five stage model of online learning (source: www.gillysalmon.com)

invitation for the first e-tivity: is a document, a message or a post containing all the information needed to fulfill the task. It is especially important to emphasize where and when the learners are expected to give their responses, in order to provide them with some scaffolding.

The University of Leicester identified some criteria to support e-tivities design. A good e-tivity must be:

- Unambiguous (not open to interpretation)
- Short
- Easily grasped at the first reading
- Offering obvious benefit to the participant
- Contributing visibly to the learning objective
- Clearly timed

Table 3 – Format for the e-tivity invitation

Numbering, sequencing, pacing
1. Title
2. Purpose
3. Task summary
4. Spark
5. Individual contribution
6. Dialogue begins
7. E-moderator interventions
8. Schedule and time
9. Next

Table 4 – Suggestions and examples from real e-tivities

Numbering and pacing and sequencing	Number as follows: week: sequence fo task. (e.g. 2.4 would be week 2, task 4)
Title	• Enticement to open the invitation to take part. • Very brief descriptor • Be inventive and creative but keep it very short
Purpose	• Explain. If you complete the activity you will be able to... • You will understand better how to... • You will find it essential for assignment X... • Use verbs! • Link directly with your outcomes and/or objectives for the unit, module, course and programme
Brief summary of overall task	• If you find you have more than one major activity or question, divide into more e-tivities • Clear brief instructions on how to take part and what to do • One question or task per message • When you have written this part check that the task is self-contained.
Spark	• Spark to light the fire for the topic, interesting little intervention. • Directly link with topic for this week • Opportunity to expose 'content' but with the purpose of a spark to start a dialogue with others.
Individual contribution	• Give clear instructions to the individual participant as to what he or she should do in response to the spark • Specify exactly what you are expecting the participant to do and in what media (e.g. Wiki, discussion board, audio file etc.) and by when (i.e. the day and date). Tell them the length of contribution expected. • Create a link from this part of the invitation to the location for posting.
Dialogue begins	• Request response from an individual to others, what kind of response, how long, where and by when. • Key point: students come online to see if others have read and responded. Make this happen. • Create a link from this part of the invitation to the location for posting the response to others.
E-moderator intervention	• Clearly indicate what the e-moderator will do and when. • Explain that the e-moderator will summarize, give feedback and teaching points and close the e-tivity, and when this will happen.
Schedule and time	• Total calendar/elapsed time allowed for these e-tivity. • Completion date. • Estimate total study time required (e.g. 2x1 hour)
Next	• Link to next e-tivity • You can suggest additional resources to help with the task - indicate whether they are required or optional, place the links at the end of the invitation.

CHAPTER 3: OVERVIEW OF TRAINING NEEDS

During the preliminary phases of the project, competencies have been mapped into 6 skills clusters. Each cluster is made up of several key topics related to specific learning needs.

When it comes to design learning contents, these concepts can be translated as activity blocks made up of several courses related to specific learning objectives.
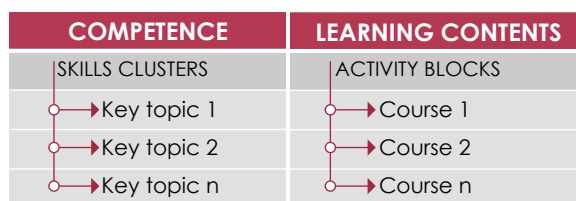
COMPETENCE	LEARNING CONTENTS
SKILLS CLUSTERS	ACTIVITY BLOCKS
Key topic 1	Course 1
Key topic 2	Course 2
Key topic n	Course n

FIGURE 4 – RELATIONSHIP BETWEEN SKILLS CLUSTERS – KEY TOPICS AND ACTIVITY BLOCKS – COURSES

The main key topics identified for each cluster are shown in the table below.

TABLE 5 – KEY TOPICS IDENTIFIED FOR EACH CLUSTER

CLUSTER	COMPETENCY AREA/KEY TOPIC
DIGITAL LITERACY	Use of digital tools Use of knowledge-management tools Digital privacy and security
E-COMMUNICATION SKILLS	Active listening Oral communication through digital channels Written communication through digital channels Management of online meeting Digital negotiation Digital management of conflict
E-TEAM WORKING SKILLS	Team management through digital channels Virtually management of multicultural teams Drive the change in multicultural and/or geographically distributed teams Management of internal and external teams and networks through digital channels Delegation within virtual teams Enhance of professional development of virtual teams Provide feedbacks through digital channels
E-ENTREPRENEURIAL AND INNOVATION SKILL	Awareness of technologies' impact on business Awareness of business innovation arising from digitalization Anticipation of digital trends Use of Big Data for decision making Social Networks and Social Media for business Taking business risk in digital environments Analysis and management of business risk in digital environments
E-REPUTATION SKILL	Ethic and moral harness in digital environments Importance of e-reputation for business Build of e-trust
E-LIFELONG LEARNING BUILDING SKILLS	Use of digital learning tools Offline and online learning Use of digital channels to facilitate knowledge and sharing as ways of learning Digital tools and source for problem solving

1. Digital literacy

If we are to ensure that our future leaders and business executives posses the skills they need to participate fully in the digital world, then it is important to understand what we mean by the term Digital literacy. Within this block, it is fundamental to create a framework of digital basic skills that can be used by individuals and organisations to develop their digital skills. It is important to develop a common measurement framework in order to ensure that everyone is judged according to the same, minimum standard of digital literacy.

The understanding of basic digital skills is an essential first step for both managers and students. Each group will have strengths and weaknesses; therefore this block is designed to ensure learners are on the same level.

- **Communication tools** (highlighted as important to students)
  On completion of the activity block, all users should be competent in using the most diffuse digital tools for communicating, interacting, collaborating, sharing and connecting with others online,

- **Management tools** (highlighted as important to both students and managers)
  All users should be confident in finding, managing and storing digital information and content on a device or in the cloud. This involves competency in using search engines, assessing the accuracy of sources of information; utilising security tools when browsing and regularly updating and running virus-checking software.

2. E-communication skills

- **Written communication** (highlighted as important to students)
  Users should be able to keep in touch using email, instant messaging, video calls (virtual meetings) and social media. They should be able to post on forums to connect with communities and communicate with organisations about their products and services.

- **Verbal communication** (highlighted as important to students)
  Users in managerial positions should become adept at maintaining customer and client relationships. They should utilise social media to promote their business and connect with new customers and improve their customer service by providing accessible product information and answers to frequently asked questions.
  Users should be able to engage effectively with online negotiation processes within the business sector.

3. E-Team working skills (highlighted as important to both students and managers)

- **Cultural issues**
  In this activity block, users will develop the ability to work in a virtual team on a series of projects. This will involve exercises such as, conference calling; arranging meeting times; and appointing group and leadership roles while considering time zones, cultural nuances and idiosyncratic working patterns.
  Managing virtual teams will be unpacked to present users with effective tools in working online to deliver upon tasks and breaking down geographic boundaries.

4. E-entrepreneurship and innovation (highlighted as important to both students and managers)

- **Risk awareness**
  This activity block will examine the risks associated with the digital market place and equip users with the tools of e-risk management to safeguard against oversights and encourage calculated risk-taking.

- **Opportunity recognition**
  Users will develop their ability to identify innovative opportunities for digital entrepreneurship and innovation. Identification of business opportunities by technology area, industry sector, business function as well as enterprise stage and size.
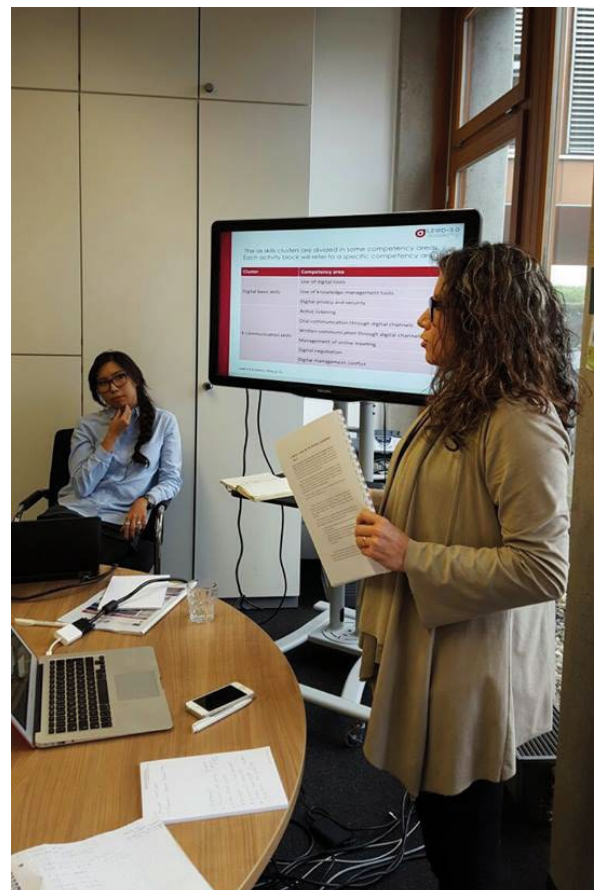
- Innovation application

  Users will be encouraged to commercialise innovative opportunities which entails the ability to extract value from digital networks; knowledge of digital marketing channels and a strategic thinking perspective.

- Business models and Digital enterprises

  Digital technologies such as, social media, cloud computing, mobile and Big Data are transforming the ICT industry and the way companies operate across all vertical markets. They create new business opportunities for digital entrepreneurship both on the supply-side (to launch new services and/or establish new businesses) and on the demand-side (to optimize operations, reduce costs and improve services). This activity block will provide insight into business opportunities provided by technology (social media, cloud, mobile and big data) and case studies of digital enterprises.

5. E-reputation skills (highlighted as important to managers)

- Networking

  Key networking strategies for the online environment will be discussed and users will be invited to propose new strategies for fostering digital networks of collaboration and innovation.

- Social networking

  The Internet has assumed a sense of permanence in our lives and in industry. As a result, E-reputation skills as they relate to social networking will encompass taking ownership of your digital footprint—all of the publicly available information about you and your organization online that you have control over, either directly or indirectly especially all social media platforms and networking sites.

- Rapport building

  In this activity block, users will be invited to consider how trust can be established through digital channels to achieve organisational success. This will involve understanding the demands of fostering and developing ethical and professional morale in a virtual environment.

6. E-lifelong learning building skills (highlighted as important to both students and managers)

- Creativity

  On completion of this activity block, users should possess increased independence and confidence in solving problems and finding solutions using digital tools.

- Self-awareness

  Users should be able to engage in self-directed learning using digital tools such as, MOOCs (Massive Open Online Courses). They should be able to utilise a search engine to find the information they need, search for data on comparison websites, bookmark useful websites and services and store data on a device.

- Personal development

  Users will have developed an understanding of how to protect their personal data on all online forums, networking and social media sites.

  Users will be able to create a social media post, create a text document such as a CV, and create and share feedback about products and services.

- Resource development

  Users should be able to create basic digital content in order to engage with digital communities and organisations.

  Users will be able to create an informational or e-commerce website, create content (pictures, logos, text) to promote their organisation and reach customers, utilise social media and create communities to engage with customers as well as create resources to improve employees' digital skills.

Training needs and priorities

In order to decide which activity blocks form part of the core development stage of the Academy and which should be added to the long term development plan, on the basis of the Needs Analysis each target group have been evaluated to assess the most appropriate activity blocks to design and deliver.

The training needs are highlighted in the table below.

Table 6 – Training priorities for each target groups

SOFT SKILLS	HARD SKILLS
Managers	
• Use of virtual tools in conflict solving • E-trust building • Managing internal and external teams and networks through digital channels • Online negotiation • Driving the change in a multicultural and/or geographically distributed organisations	• Use of big data for decision making • Analysing and managing business risk in digital environments • Business risk taking • Use of social networks or social media for business purposes • Anticipating potential digital trends' impact on business
Students	
• Supporting and enhancing professional development in virtual teams • Virtual management of multicultural team • Motivate and influence individuals and teams through digital channels • Delegation within virtual teams • Online negotiation • Managing internal and external teams and networks through digital channels • Management of online meetings • Oral communication through digital channels	• Analysing and managing business risk in digital environment • Business risk-taking in digital environment • Security and privacy issues related to digital tools • Anticipating potential digital trends' impacts on business • Use of big data for decision making • Innovative business potentialities arising from digitalisation for different business sectors • Use of digital tools (communication, networking, online collaboration,…) • Use of knowledge management tools

SOFT SKILLS	HARD SKILLS
Trainers	
• E-trust building	• Understanding of how technologies can reshape life, business and value chains
• Active listening through digital channels	• Use of knowledge management tools
• Online negotiation	• Business risk taking in digital environments
• Use of virtual tools in conflict solving	• Analysing and managing business risk in digital environments
• Motivate and influence individuals and teams through digital channels	• Innovative business potentialities arising from digitalisation for differing business sectors
• Supporting and enhancing professional development in virtual teams	• Use of big data for decision making
• Driving the change in a multicultural and/or geographically distributed organisation	• Security and privacy issues related to digital tools
• Virtual management of multicultural teams	• Anticipating potential digital trends' impacts on business
• Managing internal and external teams and networks through digital channels	
• Delegation within virtual teams	
• Role of e-reputation and identity for business in the digital era	
• Harness ethics and professional moral in virtual environments	
• Oral communication through digital channels	
• Management of online meetings	

CHAPTER 4: EXPERIENCE OF COURSE DESIGN: HOW PARTNERS DID IT

OERs are going to the mapped by Le@d3.0 facilitators throughout the project lifespan to feed the Database on the Academy. This way trainers will be able to choose from a large pool of resources when building a course, and chances are that they will find the most useful resource for their learning objectives.

Before having the facilitators working on the Academy, partners tried for themselves the OERs selection process regarding specific topics, thus creating the first pool of resources to feed the Database. A pilot course was designed and built on the platform, and after that partners designed 6 courses (one for each cluster) and collected some suitable OERs.

Describing the work done so far and the tools used can be a useful starting point for those facilitators approaching for the first time the design of an online course.

The following table shows the clusters chosen by partners, and the courses on which they worked on.

Table 7 – Clusters and courses chosen by partners

PARTNER	CLUSTER	COURSE
Advancis	E-team working skills	Online management practices for team commitment and growth
Auchan	Digital literacy	How to master a distanced classroom
Coventry University	E-lifelong learning building skills	Critical thinking and creativity to foster innovation
Münster University of Applied Sciences	E-entrepreneurial and innovation skills	Opportunity exploitation
OIC	E-communication skills	Negotiation and conflict management
UniCredit	E-reputation skills	What is e-reputation?

Cluster and course design

Once chosen a cluster, partners mapped its main topics to identify the most relevant areas. The next step was to select one topic and further explore it, exploding it into macro-topics made-up of micro-topics. Macro-topics would correspond to course's modules, and each micro-topic would be a lesson.

The following scheme displays this type of structure.
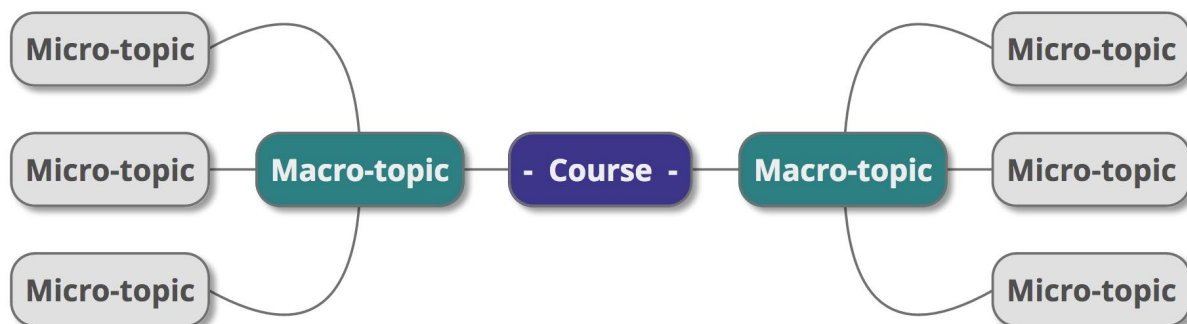
Figure 5 – Course / Macro-topic / Micro-topic structure
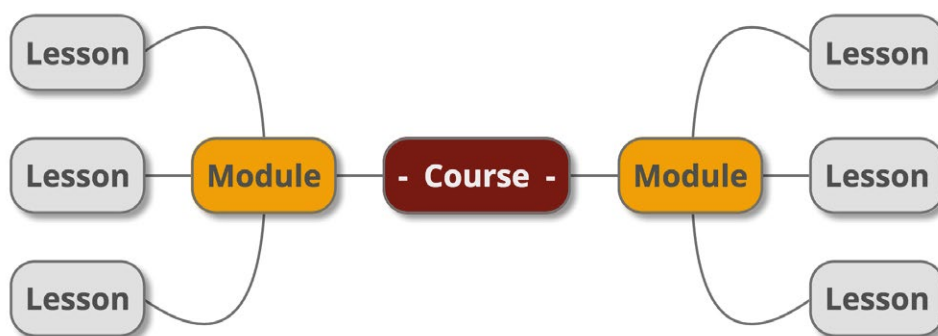
Figure 6 – Course / Module / Lesson structure

According to the specific learning style of each partner, an output was produced to share the design with others. Using collaborative tools (as GoogleDoc or Mindmup) allowed partners to quickly share advancements, reviews and feedbacks prior to the due date.

In the next pages there are some examples of different ways used by partners to visualize and share their work.

DIGITAL BASIC SKILLS

Cluster description:The technical knowledge that leaders need in order to be able to execute their leadership skills. The knowledge of different communication and management tools that support leaders in their functions.

Learning objectives:

Topic selected for next step: Learn to master an interactive distanced classroom (with webex or any other webmeeting tool)

TOPIC	DESCRIPTION (if needed)
Learn to master an interactive distanced classroom (with webex or any other web meeting tool)	
Information fluency	Ability to search, locate, assess and critically evaluate information found on the web and on-shelf in libraries
Digital media fluency	Ability to evaluate the information on digital media
Write and answer to e-mails	
Use of Google Drive	
Use of Skype	
Follow a webinar	
Basic coding	Why coding is important, and how to learn the basics.
What is a browser	
What is an operative system	
What is an app	
What is responsiveness	
Branching literacy	Ability to successfully navigate in the non-linear medium of digital space
Socio-emotional literacy	Social and emotional aspects of being present online, whether it may be through socializing, and collaborating, or simply consuming content.

Figure 7 – Document listing the topics connected to the Digital basic skills cluster by Groupe Auchan
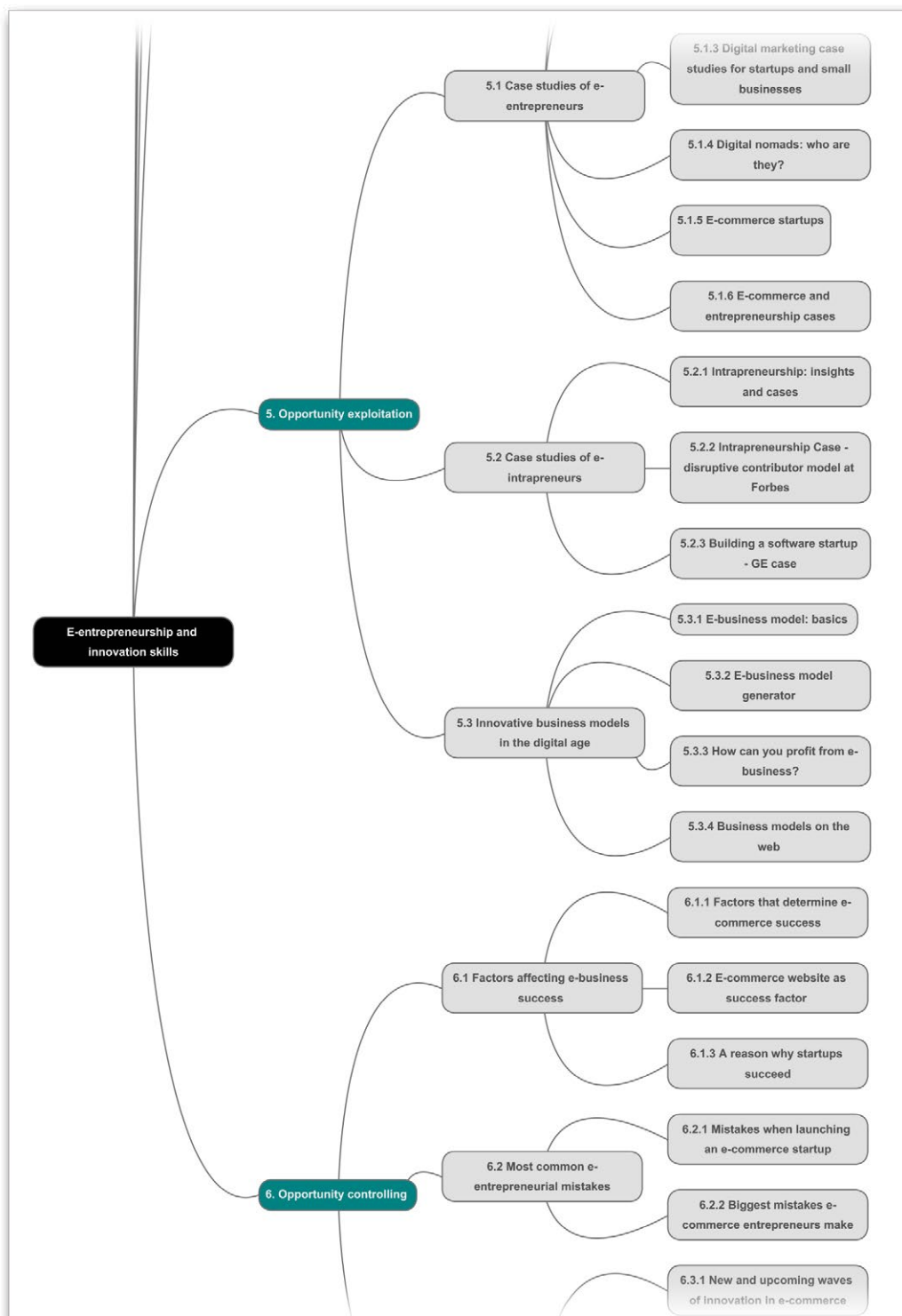
Figure 8 – Mind map of the topics connected to the E-entrepreneurial and innovations skills cluster by Münster University of Applied Science
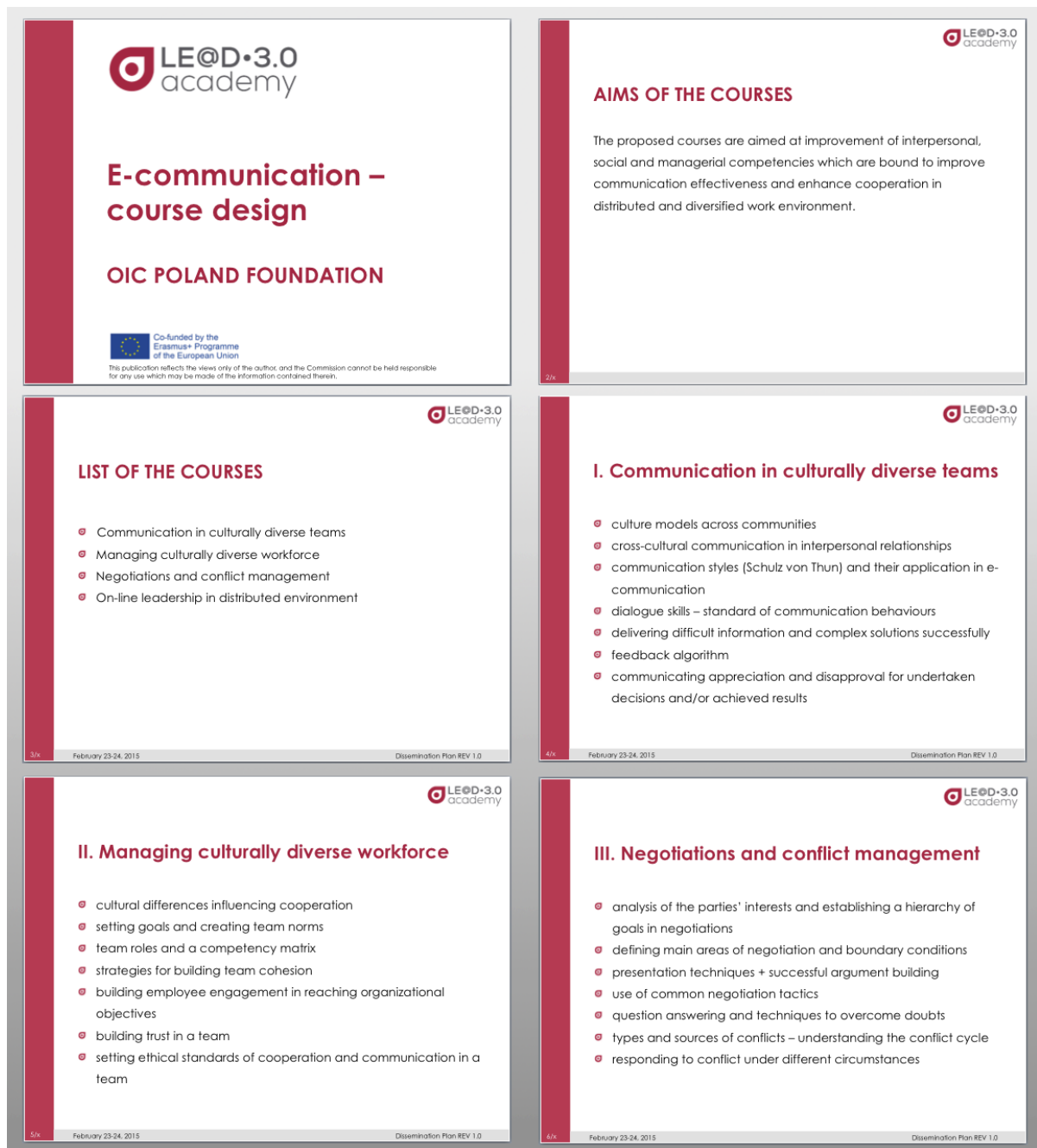
FIGURE 9 – PRESENTATION OF THE TOPICS CONNECTED TO THE E-COMMUNICATION SKILLS CLUSTER BY OIC

OERs collection

Partners proceeded then with the OERs selection and collection. They browsed repositories to choose the resources covering the topics of their courses. The selection was based on criteria as regency, level of engagement, length and reliability of the creator.

Each partner had a Excel file where to list and briefly describe each OER, adding also information as year of last review, strong points, tags and type of license to better support the Database feeding process in a second moment.

Collectively, Le@d3.0 partners have collected more than 300 OERs as a first feed to the Database. The OERs can be browsed on the Academy in the OERs Database section.

Below, an example of the sheet used by partners.

	A	B	C	D	E
1	MONITOR AND PROTECT YOUR E-REPUTATION				
2	Repository		WikiHow	WikiHow	WikiHow
3	URL		http://www.wikihow.com	http://www.wikihow.com	http://www.wikihow.com
4	Title	Title/Name identifying OER	Manage your online business reputation	Protect your online reputation	How to get rid of bad reputation
5	URL		http://www.wikihow.com/Manage-Your-Online-Business-Reputation	http://www.wikihow.com/Protect-Your-Online-Reputation	http://www.wikihow.com/Get-Rid-ation
6	Description	Brief description of contents	Steps and motivations about monitoring business e-reputation	Actions to take to prevent and to resolve issues	Wiki describing the correct ways t reputation, both online and offline
7	Strenghts	Brief explanation of why this OER could be interesting	very practical	Practical	Pinpoints the connections betwee online reputation
8	Exercise	Already available or not, and type of exercise	NO	NO	NO
9	Developer	Author and/or organization	WikiHow	WikiHow	WikiHow
10	Media		Web page	Web page	Web page
11	Duration	If available	NA	NA	NA
12	Language		English	English (available also in Spanish, Italiano, Portuguese and Russian)	English (available also in Spanish Portuguese, German, French)
13	Year	Of last review/release	2016	2016	
14	License type	Check repository policy if you can't find the license code for the OER	CC BY-NC-SA 3.0	CC BY-NC-SA 3.0	CC BY-NC-SA 3.0
15	Tags	Facultative	reputation, e-reputation, online reputation, wiki	reputation, e-reputation, online reputation, wiki	reputation, manage reputation, wi
16					
17					

FIGURE 10 – SHEET USED TO COLLECT THE OERS

CHAPTER 5: LE@D3.0 DIGITAL LEARNING PLATFORM: THE ACADEMY

This section highlights the keys steps required by trainers to fully engage with the content and make appropriate changes where necessary to maximise the impact upon the learners as well as growth of the Academy overall.

The Academy

Using the Academy has been designed to be as intuitive as possible and allow trainers easy access to key learning materials. In order to access the Academy, the following link has to be used:

www.lead3academy.eleaderacademy.eu

The three main roles within the Academy are:

- **Administrator** These individuals will manage the Academy and administer the facilitator and user roles

- **Facilitator** This role will be taken by anyone leading on an activity block, that has either been created by themselves or are provided by the Academy

- **User** This role will comprise of the majority of Academy users and will be utilising the platform to enhance their e-leadership skills

MAIN PAGE

The screenshot below presents the MyAcademy page where users will be able to view the introductory course and the other courses that they are currently enrolled for. Users can also utilise the **Search Courses** function to find other courses available to them.

The **Calendar** and **Upcoming Events** sections in the right hand column present key dates that can be inputted by individual facilitators within each Activity Block.

The **OER Database** and **Create a new course** links in the left hand column are only visible to facilitators and not to users.

CREATING COURSES

Trainers do not need to be restricted by the courses that already exist within the Academy, they are welcome to develop their own. In order to undertake this task, please follow the steps detailed below:

- Gain course creator permissions from Le@d3.0 administrators.

- Click Create a new course.

- Provide mandatory title details and other key information.

ADDING, EDITING AND REMOVING OERS AND OTHER RESOURCES

The updating of courses is a simple process within the Academy. Following the steps below, trainers have the ability to simply add, edit or remove items within a course to suit the needs of their learners.

- Click **Turn editing on**.

- Open the **Add an activity or resource** menu.

- Select from the options within the menu or alternatively items can be dragged and dropped into each topic (please note this function does not work in Microsoft Explorer).
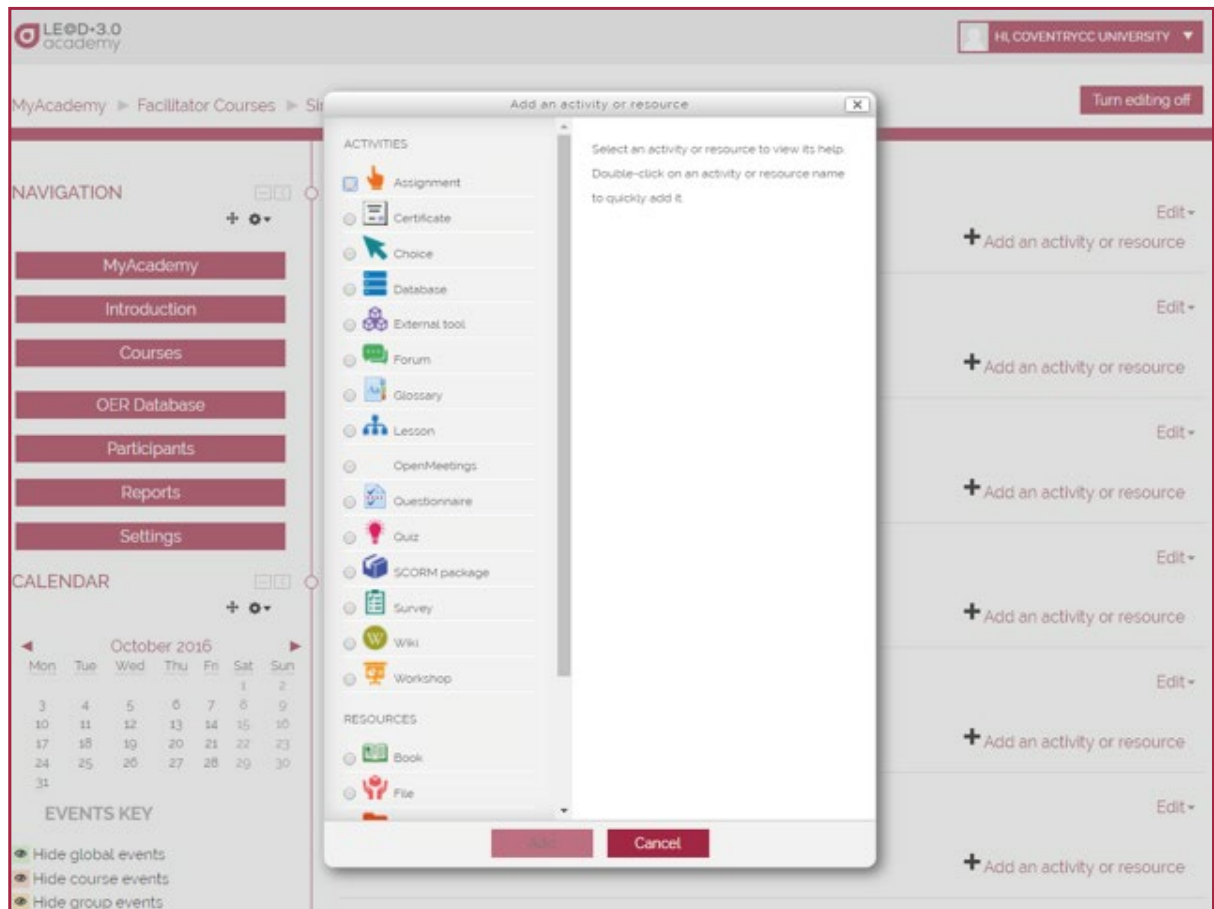
- For other editing options click **Edit** to edits activity block titles.
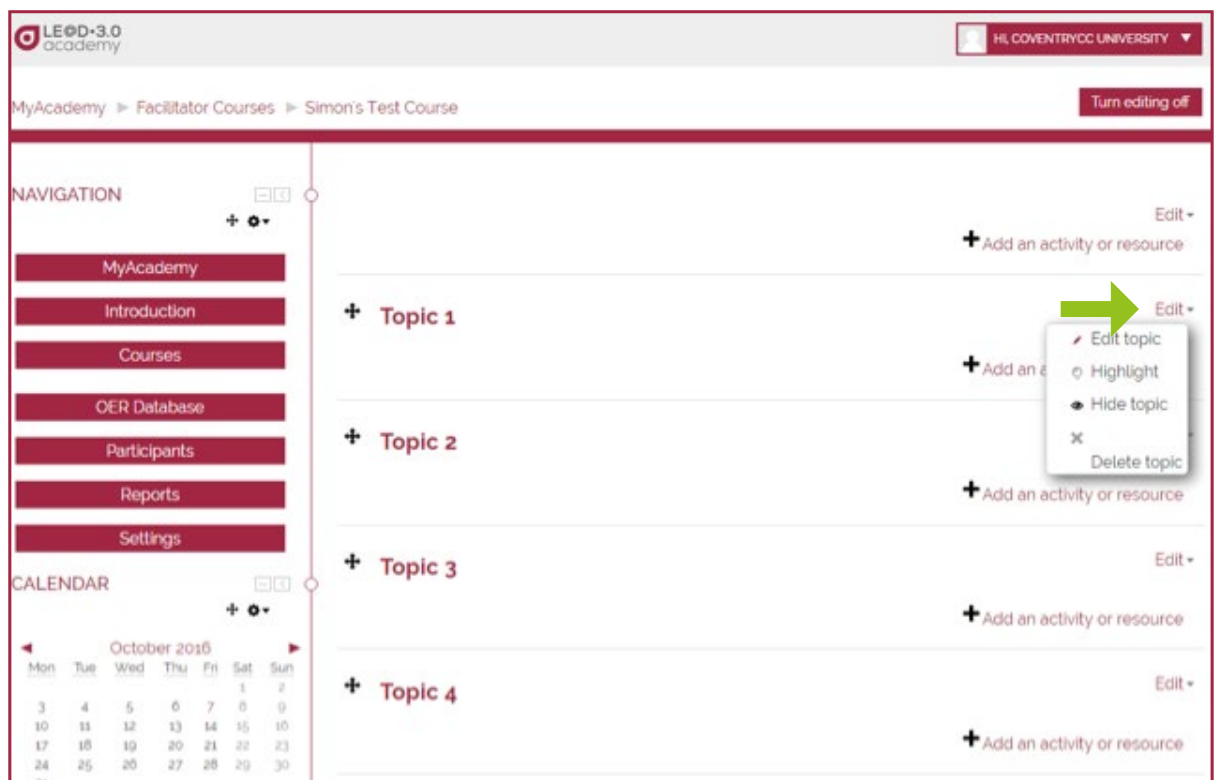
CONTACTING LEARNERS

Keeping in touch with learners is a vital part of the educational process, especially for online based education. The Academy allows trainers to easily contact all of their learners, as well as giving the learners to communicate with one and other also.

- Using the **Add an activity** menu discussed above, add a Forum to one of your topics (typically the top box).

- Complete the **Forum name** and **Description** and click **Save**.

- Open the newly created forum and click **Add a new discussion topic**.
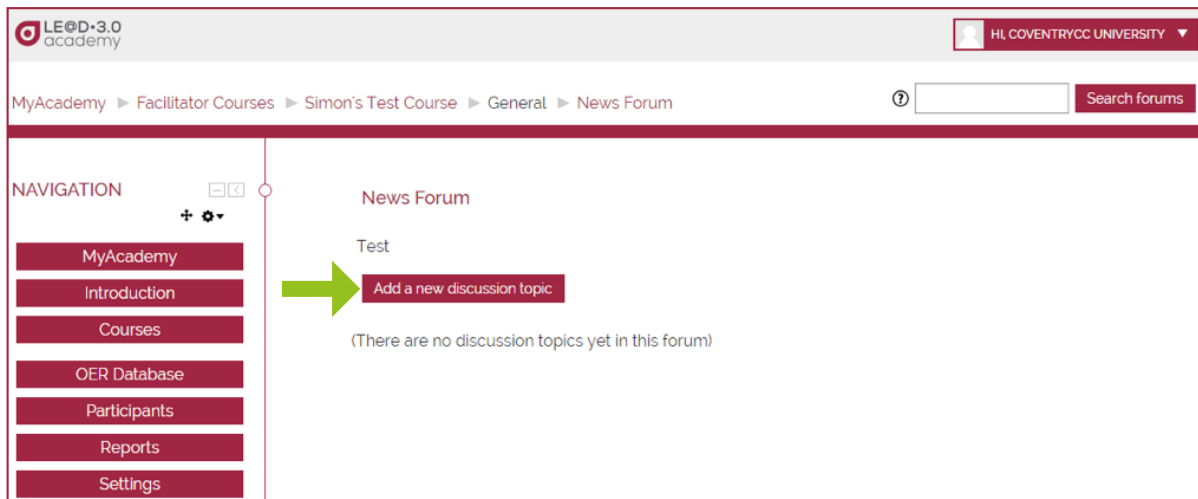
- Complete the mandatory parts of the message highlighted below and ensure the **Mail now** box is ticked prior to clicking **Post to forum**.
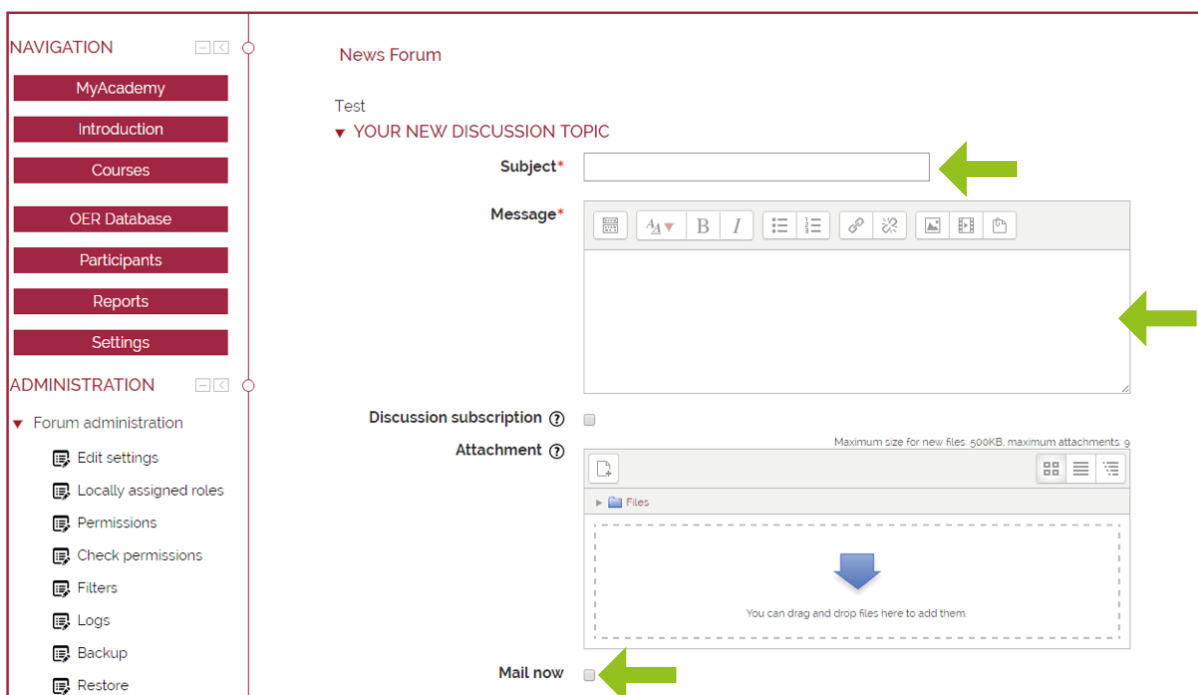
TRACKING LEARNER ENGAGEMENT

As a part of the online learning process, much like traditional learning, it is important to understand where the learners are having difficulty. The Academy allows trainers to monitor learner's pathway in order to further encourage and support their development.

- Click on the **Reports** menu and then **Logs** in the left hand column.

- Using the drop down menus, select the parameters in order to narrow your activity search.
- Select **Get these logs** to conduct the search.

$$\left(\quad \cdots \quad \right)$$
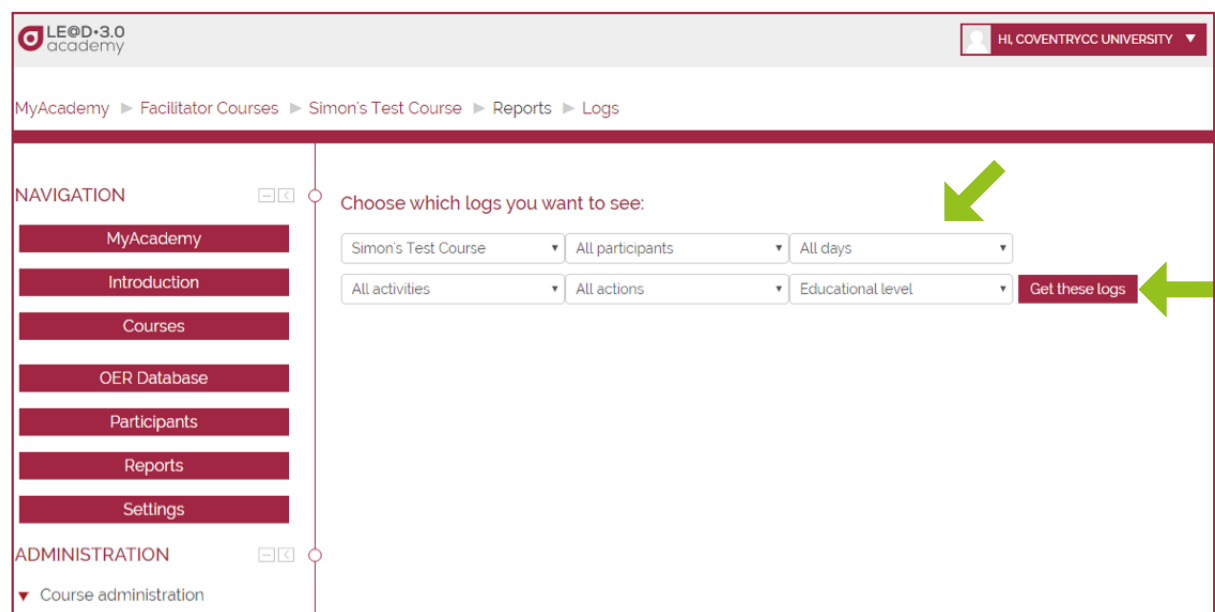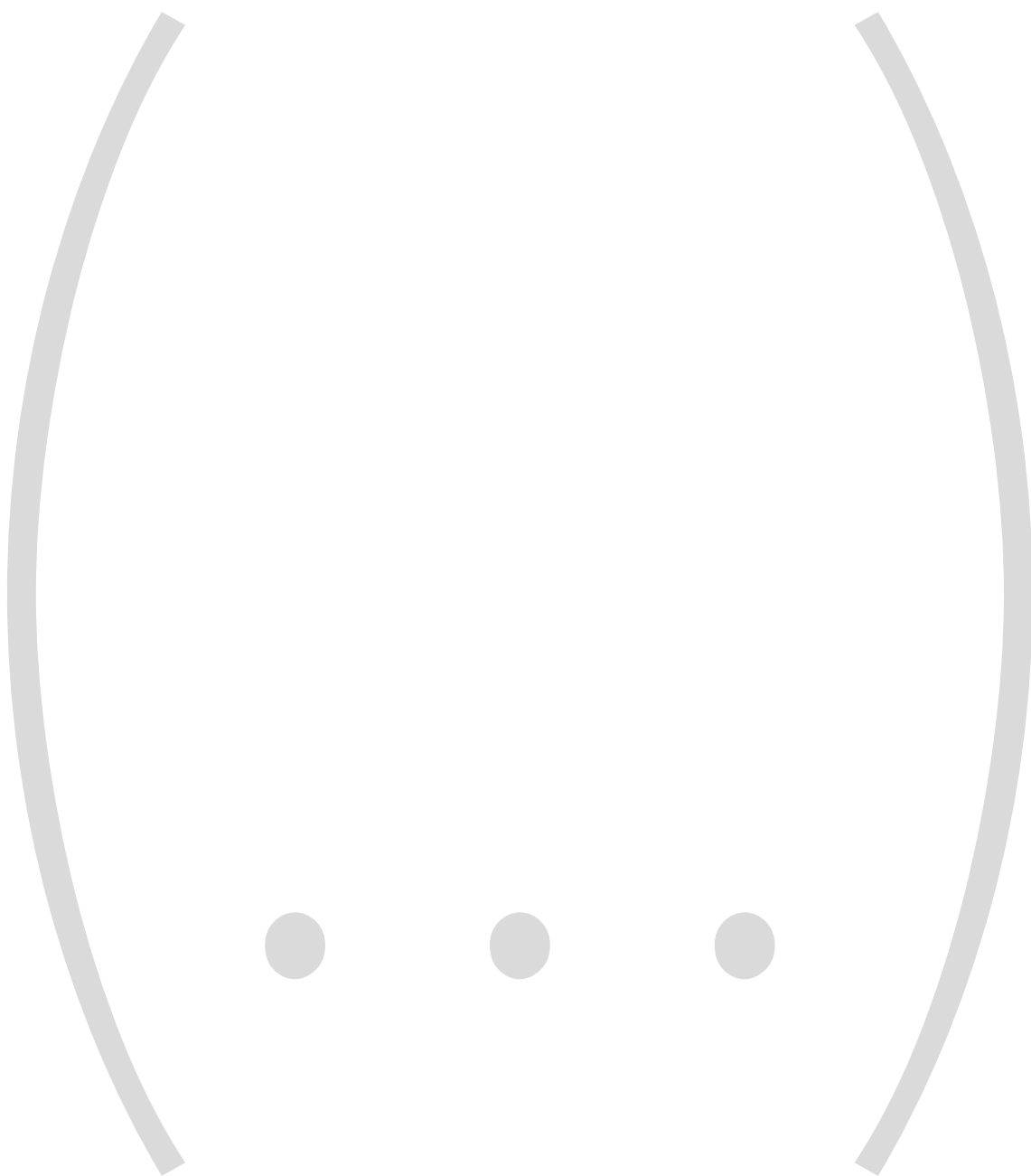
CHAPTER 6: USING TOOLS FOR TEACHING ONLINE AND ACCESSING OERS REPOSITORY

Free tools for teaching online

The Web offers a number of options to support today's trainers in their educational purposes. Many of them are also distributed for free under an open licence, and can heavily impact on the quality of the final product or even on students' engagement and learning.

The list below is far from exhaustive, and lists the main types of free tools available on the Web providing trainers with a series of examples to support and inspire them in designing their courses. As the Community of Practice develops over time, further resources will be presented and shared to expand the educational impact.

- **Survey, polls and quizzes**
  Google forms – Scattervox – AnswerGarden – Addpoll – SurveyMonkey – Survs
- **Stock photos**
  Image*after – Morguefile – Freeimages – Fotolia – Pexels
- **Screen capturing**
  Aviary – Jing – Clip2net – Greenshot
- **Screen recorder**
  Camstudio – Screencast-o-matic – FlashBack –
- **Photo and image editing**
  Pixlr – Aviary – The GIMP – Befunky – PicMonkey
- **Sketch and doodle**
  Google Draw – SketchUp – Inkscape – Paint.net
- **Video editing**
  Lightworks – Avidemux – VideoPad video editor – VSDC
- **Presentation**
  Photo peach – Google slides – Slide Dog – Sozi
- **Mind mapping**
  Mindmup – Coggle – FreeMind – MindMap free
- **Audio and podcast**
  Audacity – Ardour – Mp3 my mp3 – Podomatic – Easypodcast
- **Stock music**
  JewelBeat – Incompetech – iBeat – Bump Foot – Beatpick – Archive.org
- **Social bookmarking**
  Pinterest – Pocket – Visualize – Evernote – BuddyMarks – Pearltrees
- **Bibliography and citations**
  EasyBib – Zotero – Bibme – Citation Machine
- **Text to speech**
  Chrome speak – Announcify – Fox Vox - Natural reader – Power talk
- **Digital storytelling**
  Storify - Storybird – Cartoonist – Capzles
- **Infographic and diagrams**
  Piktochart – Easilly – Dipity – Google charts – Gliffy – Wordle
- **Digital noticeboard**
  Padlet – PinItTo.me – Popplet – Spaaze

OERs repositories

During the initial stages of the project, a number of OERs repositories have been mapped and analysed in order to identify an initial pool where to look for resources. These data are presented in more details in the D3.4.

It's quite common to find the same OER in more than one repository.

OERs REPOSITORIES
UNIVERSITY CONTENTS REPOSITORY
THE ECONOMICS NETWORK (http://www.economicsnetwork.ac.uk/) It provides publications, events, and other resources to support university teachers of economics throughout the UK and worldwide.
OPENLEARN (http://www.open.edu/openlearn/) OpenLearn is the home of free learning from the UK's largest university, The Open University.
OPEN COURSEWARE IN MANAGEMENT (http://opencim.grenoble-em.com/) Collection of course material in management related subjects.
OPEN LEARNING INITIATIVE (http://oli.cmu.edu/) The Open Learning Initiative (OLI) is a grant-funded group at Carnegie Mellon University, offering innovative online courses to anyone who wants to learn or teach. The number of courses available is quite low. Enrolment to classes is required to access resources.
OPEN MICHIGAN (http://open.umich.edu/) Open.Michigan, a University of Michigan initiative, enables faculty, students, staff and others to share their educational resources and research with the global learning community.
MIT OPENCOURSEWARE (http://ocw.mit.edu/index.htm) MIT OpenCourseWare (OCW) is a web-based publication of virtually all MIT course content. OCW is open and available to the world and is a permanent MIT activity.
OXFORD'S OPEN COLLECTIONS (http://podcasts.ox.ac.uk/open) The Open Course Library (OCL) is a collection of shareable course materials, including syllabi, course activities, readings, and assessments designed by teams of college faculty, instructional designers, librarians, and other experts.
FREE EDUCATION REGENESYS BUSINESS SCHOOL (http://free.regenesys.net/) Regenesys Business School is a South African private higher education institution in South Africa with offices also in Mumbai and Lagos. Regenesys launched an initiative to make free education possible without subsidies through using the Freemium business model. The school has made its material available at no charge while only charging students to complete the assignment and examination modules of their core business programmes.

Non University contents repository

Saylor Academy (https://learn.saylor.org/)
It offers courses assembled with OERs from various sources. Courses are peer reviewed.

OpenStax Cnx (http://cnx.org/)
OpenStax CNX provides a variety of courses assembled using OERs. It's owned by a no profit organization founded by Bill and Melinda Gates.

Khan Academy (https://www.khanacademy.org/)
Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.

Aggregators

Academic Earth (http://academicearth.org/)
Based in Houston (TX), Academic Heart is a portal allowing to access courses of US Universities. It provides a few VideoElectives and a few playlists with material from different Universities.

Banco Internacional de Objetos Educacionais (International Database of Educational Objects)
(http://objetoseducacionais2.mec.gov.br/)
The Educational Repository is an online service for collecting, preserving and providing access to data of research publications and digital content produced worldwide.
MAINLY IN PORTOGUESE.

Jorum (http://www.jorum.ac.uk)
Jorum claims to be the UK's largest repository for discovering and sharing Open Educational Resources for higher and further education on the Skills area.

MERLOT II (https://www.merlot.org/merlot/index.htm)
MERLOT (Multimedia Education Resource for Learning and Online Teaching) is an international consortium of over 20 institutions (and systems) of higher education, industry partners, professional organizations and individuals devoted to identifying, peer reviewing, organizing and making available existing OER. One product of the collaboration among these partners is a website, hosted by the California State University, which serves as a repository of online resources.

MERLOT Business Portal (http://business.merlot.org/)
Merlot II specialized Business Portal, providing access to OERs and other resources useful for teaching/learning Business Management subjects.

Content Without Borders (http://oer.equella.com/access/home.do)
Content Without Borders is a one-stop-shop for learning resource broker organizations, each of them managing and/or federating one or more learning object repositories.

OpenScout (http://learn.openscout.net/index.html)
OpenScout stands for "Skill based scouting of open user-generated and community-improved content for management education and training".

Universia (http://ocw.universia.net/en/index.php)
OCW initiative by a number of Universities from Spain and Latin America.

Open Education Consortium (http://www.oeconsortium.org/)
The Open Education Consortium is a worldwide community of hundreds of higher education institutions and associated organizations committed to advancing open education and its impact on global education.

OER Commons (https://www.oercommons.org/)
Search and browse trhough OERs made available by a large number of organizations.

The Orange Grove (http://florida.theorangegrove.org/og/access/home.do)
Florida's digital repository for instructional resources.

iTunesU (Accessible via iTunes)
A large number of lesson from universities around the world available on iTunes catalogue.

Open Education Europa (http://www.openeducationeuropa.eu/en)
The main goal of this portal is to offer access to all existing European OERs in different languages.

Ariadne (http://www.ariadne-eu.org/)
The ARIADNE Foundation is a not-for-profit association that aims to carry out basic and applied research that will improve creation, sharing and reuse of knowledge through the use of technology.

Google OCW (https://cse.google.com/cse/home?cx=000793406067725335231:fm2ncznoswy)
Google tool for searching OERs.

Video Lectures (http://videolectures.net/)
Portal with tens of thousand videos from Universities and other institutions (also EFMD).

Other repositories

Internet Archive (https://archive.org/)
Internet Archive is a non-profit library of millions of free books, movies, software, music, websites, and more.

YouTube (https://www.youtube.com/)
Among the videos there are a number of lessons, as well as content which may be used in courses.
Plus, many universities have playlists and channels with a lot of contents.

TED (http://www.ted.com/)
Video repository of powerful talks, usually quite short and effective.

Knowledge @ Wharton (http://knowledge.wharton.upenn.edu/)
Resources on Business Management.

LSE (http://www.lse.ac.uk/newsAndMedia/videoAndAudio/channels/publicLecturesAndEvents/Home.aspx)
Resources on Business Management.

INSEAD Knowledge (http://knowledge.insead.edu/)
The expert opinion and management insights portal of INSEAD, The Business School for the World.

INSEAD Thought Leaders Videos (https://www.insead.edu/executive-education/videos)
Videos by INSEAD Business School.

CHAPTER 7: INTELLECTUAL PROPERTY RIGHTS AND LICENSES TYPES

When working with Open Contents, one of the main difficulties could be to determine if a resource is effectively Open – and even when it does, to what extent can be used and remixed. Knowing Intellectual Property Right (IPR) and related issues, such as copyright, trademark etc., it's necessary when working with Open contents.

It is a very complex field, being ruled at different levels: international directives, such as EU Directive 2004/48/EC of the European Parliament and of the Council of 29 April 2004 on the enforcement of intellectual property rights (also known as "(IPR) Enforcement Directive" or "IPRED") and national laws.

It has also to be taken into account that some legislation includes exceptions, such as the so called fair use, which permits limited use of copyrighted material without acquiring permission from the rights holders under specific circumstances.

A license is the authorization granted by the owner (called licensor) of the material to another party (the licensee) to use the licensed material. Licenses may be limited both in time and in geographical coverage. A license thus defines what the licensee is allowed to do with the licensed material, for how long and where. The options span from "nothing allowed without explicit authorization" to "everything allowed".

Between the most used licenses are the **Creative Commons** license types. Creative commons is an US non-profit organization, based in Mountain View, which has developed a number of copyright licenses, known as **Creative Commons Licenses** allowing licensors to communicate what rights they reserve and what they don't.

There are basically four type of rights ruled by the Creative Common model:

TABLE 9 – USAGE CONDITIONS RULED BY CREATIVE COMMONS POLICY

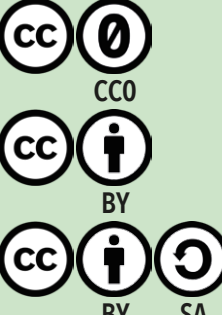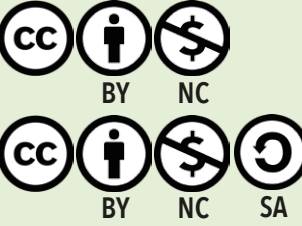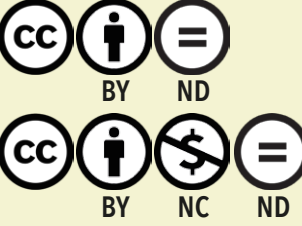| ICON	RIGHT	DESCRIPTION
	ATTRIBUTION (BY)	The licensor must be given credit (attribution) for the resource, in the way it specifies.
	SHARE ALIKE (SA)	The derivative work (when granted) has to be redistributed under a not more restrictive license. If not specified the derivative works might be sublicensed with compatible but more restrictive license clauses.
	NON COMMERCIAL (NC)	The licensor CANNOT use the resource or the derivative work, if allowed, for commercial purposes.
	NO DERIVATIVES (ND)	No derivatives or remixes allowed.

A few things to remember about Creative Commons:

1) CC is not a license type: it is just the **acronym for Creative Commons**.

2) **Attribution (BY)**, **Share Alike (SA)**, **Non Commercial (NC)** and **No Derivatives** are not license types, they are usage conditions. A usage condition explains the conditions on which the licensee (who uses a licensed material) is allowed use the licensed material. **Share** and **Remix** are not license types, they only describes certain rights granted by the author to the licensee.

3) A CC license is structured in two parts: the first regards the freedoms that the author wants to allow about his work, the second part explains the usage conditions allowed. Basically, **a CC License is a combination of usage conditions**.

Mixing and matching the four usage conditions produces sixteen possible combinations, of which eleven are valid Creative Commons licenses and five are not. Of the five invalid combinations, four include both the ND and SA clauses, which are mutually exclusive; and one includes none of the clauses. Of the eleven valid combinations, the five lacking the "BY" clause have been retired because 98% of licensors requested attribution.
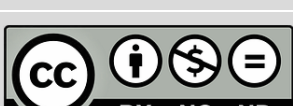
There are thus **six regularly used licenses plus the CC0**, the so called Public Domain (complete freedom to do whatever is wanted).

TABLE 10 – CC LICENCES ORDERED BY OPENESS

The following table lists the license types and their characteristics.

TABLE 11 – CHARACTERISTICS OF LICENSE TYPES

ICON	DESCRIPTION	ACRONYM	SHARE	DERIVATIVE WORK REMIX	COMMERCIAL USE
PUBLIC DOMAIN	No restrictions, licensor opt out of copyright	CC0	✓	✓	✓
CC BY	Attribution alone	BY	✓	✓	✓
CC BY SA	Attribution + ShareAlike	BY-SA	✓	✓	✓
CC BY NC	Attribution + Non commercial	BY-NC	✗	✓	✗
CC BY NC SA	Attribution + NoDerivatives	BY-ND	✗	✗	✓
CC BY ND	Attribution + Noncommercial + ShareAlike	BY-NC-SA	✗	✓	✗
CC BY NC ND	Attribution + Noncommercial + NoDerivatives	BY-NC-ND	✗	✗	✗

How to know if a resource is copyrighted

A quick procedure to make sure that a content can be used as an OER is to follow these steps:

1. **Examine the resource for a copyright notice**
   Many works state whether or not they have been copyrighted. You will know that the work has been copyrighted if it includes a copyright notice marked either by a "c" in a circle (©) or the word "copyright" followed by the date of first publication and the name of the copyright owner.

2. **Consider the type of content**
   Some contents automatically enter the public domain upon creation because they are not copyrightable, as for example titles, slogans, short phrases, ideas, facts, government documents.

3. **Look for the CC0 Public Domain mark**
   Some owners of copyrighted works choose to waive their interests and place their works in the public domain through the website Creative Commons. The CC0 mark identifies contents free for all audiences to use.

4. **Refer to websites that store only public domain works**
   Some websites collect books, images, illustrations, audio, and films where the copyright term has expired or the creator has not renewed the license. These works are in the public domain and free to be used for any purpose.
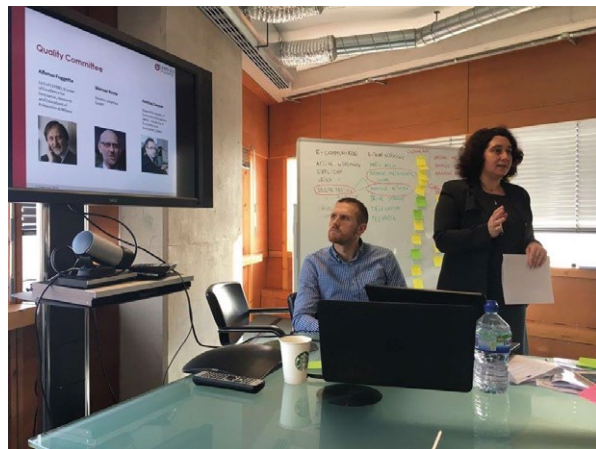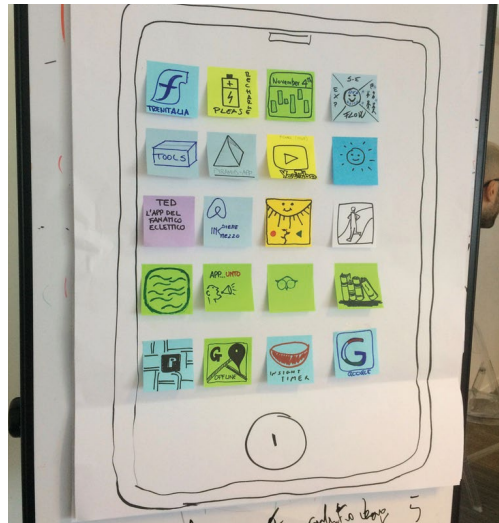
LEAD PARTNER

FONDAZIONE**ISTUD**

PARTNERS

ADVANCIS

Auchan RETAIL
INTERNATIONAL

Coventry
University

EFMD

FH MÜNSTER
University of Applied Sciences

GRUPPO
PRAGMA

OIC POLAND — Polska Fundacja Ośrodków
Wspomagania Rozwoju Gospodarczego
„OIC Poland" w Lublinie

UniCredit