



Education and Culture

Leonardo da Vinci
Pilot projects

Instances of change from the Netherlands

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TTPLUS Template for the development of instances of change

1.1 Metadata

Institution			
Title	<i>A name given to the instances of change.</i>	Replacing f2f by e-learning components	
Description	<i>An account of the content of the situation.</i>	A training firm introduces e-learning components in their trainings	
Date	<i>Date Created</i>	13 september 2007	
Creator	<i>A person or entity primarily responsible for providing the content of the resource.</i>	Ivlos, Utrecht University	
Audience	<i>The intended audience for this instances.</i>	Everyone who is interested in training	
Sources	A reference to the case study	A large training firm	

1.2 The policy and practice context in which the “instances of changes” is placed

Brief introduction to the context / case

A large training firm decided to introduce a virtual learning environment in all trainings. By doing that, it was possible to reduce the training time. The introduction was part of innovations on a bigger scale.

What problem(s) does the “instance of change” adress?

Companies and employees are becoming more and more result orientated and because of that, they are less interested in extensive training. By introducing digital components in a course, training time can be reduced.

How does the problem is resolved?

All trainings make use of the virtual learning environment. Trainees can prepare for the training at work or at home. It is also possible to use de VLE for discussion and the exchange of information.

Note down the main stakeholder involved. Change the order according to the role in the instances of change

Stakeholder :

- **manager of the training firm who introduces the vle**
- **trainer**
- **manager of the client company**
- **trainees**

Describe the consequences / satisfaction with this change:

Because of the introduction of the VLE, the training time is reduced. The clients are glad about that, although working in the VLE is not done by everyone.

The trainer has a new task in using the VLE is his/her training. Some of the trainers like this, others don't.

The manager is content with the innovation of training, although much work needs to be done to make the VLE a natural part of the trainings.

1.3 *The “instances of change”*

Enter here the text of the scenario told from the perspective of an external narrator.

By the introduction of a VLE the training time of all courses of this company is reduced. For all trainings a template is built which can be used by the trainers of the course. Depending on the subject and depending on the enthusiasm of the trainer, the VLE is really used. For some training, the reduction of time is a problem, for others not.

Also trainees differ in their enthusiasm for this innovation. Most of the trainees are not used to such training methods and they have to learn to handle this.

The same narrative told from the perspectives of different actors.

Enter here the text of the “instances of change” told from the perspective of the identified stakeholders (trainer, trainee, person who organise training). Use the first person singular to tell the story.

Main stakeholder 1		Stakeholder 2		Stakeholder 3
<p>Manager of training firm : The introduction of the VLE is important for future developments in our company. Companies and people are no longer interested in extensive trainings. They want more flexible training and with a VLE we have the ability to satisfy their wishes. Of course, we need time to introduce this, to learn to use all possibilities and to expand the use, but we make a good start.</p>		<p>Trainer: I have mixed feelings about the implementation of the VLE. On one hand, I see a lot of possibilities for using this in future. On the other hand: it takes a lot of time to use the VLE and to moderate the discussions for me now. I'm not really sure hat the reduction of training time can be compensated by the use of the VLE. We have to develop a lot of new ideas to get this right.</p>		<p>Trainee: I like the fact that I got all my training materials before the training started. I also like the fact that I can always reach my trainer. Unfortunately, I didn't have time to do the exercises that were planned for the training started and I don't have time to contribute to the discussions on the VLE as well.</p>

A list of stakeholders

Enter here the stakeholders involved in the "instances of change" and what each wants. By adding informations and comments you can enrich the above described situation.

1.3.1 Main types of stakeholder

Stakeholder	What the stakeholder wants
Manager of training firm	Innovative trainings, flexibility in training Clients who are satisfied
Trainer	Idem, time to explore all the possibilities
Trainee	Just in time training

1.3.2 A list of other actors

Enter here information about any other people or systems which play a role for the "instances of change", but have not been interviewed directly.

a)	
b)	
c)	

1.3.3 A list of other influences

Enter here information about any other influences, like policy issues, systems, regulations which play a role in the "instances of change" to understand it better.

a)	
b)	
c)	

TTPLUS Template for the development of instances of change

1.4 Metadata

	Institution			
	Title	<i>A name given to the instances of change.</i>	Facilities for professional development of trainers	
	Description	<i>An account of the content of the situation.</i>	A training firm has a variety of facilities to stimulate the professional development of trainers and to motivate the exchange of knowledge and experiences.	
	Date	<i>Date Created</i>	13 september 2007	
	Creator	<i>A person or entity primarily responsible for providing the content of the resource.</i>	Ivlos, Utrecht University	
	Audience	<i>The intended audience for this instances.</i>	All firms or organisations with professional trainers	
	Sources	A reference to the case study	Case study of a large training firm	

1.5 *The policy and practice context in which the “instances of changes” is placed*

Brief introduction to the context / case

A large training firm provides various behaviour and skills trainings . The firm employs more than 600 people and has an own way of seeing a trainer. The profile of trainers of this company should be ‘result oriented’ and ‘hard with a heart’. The trainers must be able to confront participants in such a way that they will come into action and must be good communicators.

Most trainings are given by different trainers: freelancers and permanent staff.

What problem(s) does the “instance of change” adress?

The company wants their trainers to internalise the trainers profile. This needs continuing attention and is especially important because the firm works with a lot of freelancers.

All trainers of one training has to be committed to changes in the training course, or at least needs to be informed about it. This is sometimes difficult because of the large numbers of trainers.

How does the problem is resolved?

There is a variety of facilities to stimulate the professional development of trainers and to motivate the exchange of knowledge and experiences:

- Internal business school. All trainers, permanent staff as well as freelancers, can take part in own courses for free. These courses are organised every three weeks.
- Team meetings. One day in every month the team meets to discuss: logistics, professional development with respect to current topics. One department starts these meetings with a so-called 'flag-parade'. Each team member expresses with a flag (red, orange or green) how he/she is doing. If someone shows a red flag, the team will collaboratively search for solutions. The idea behind this is that a safe environment is a precondition for good development.
- Professional development days. Twice every year all trainers that run the same training meet and exchange. They discuss bottlenecks and improvements will be made.
- Connection days. All trainers meet during two-days to exchange and share. The trainers are responsible for the programme. They have the opportunity to follow training from their colleagues or external trainers.
- Summer school of 5-days.
- Courses and training. In addition to the possibilities the internal business school offers, trainers can attend external training.
- Talks with the trainings manager of their team. They discuss the content of the trainings
- Talks with their team manager about their personal development.
- Books for free. The company has an internal publisher. Each trainer can get a certain amount of the books they publish for free.
- Scientist café. Soon the company will start with a scientist café. Each month a scientist will be invited to give a presentation.
- Podium. A new initiative to offer a platform where trainers can display their expertise to their colleagues.
- Internet site and 'newsflash'. Important articles are published at a website. In addition, a newsflash exists with information about the organisation.
- Internal quality assurance. All trainers write trainings report after each training and mention what can be improved.

Informal learning

- The company deliberately organised facilities that promote informal learning. E.g. there is a grand café where people can work, meet and

lunch in the main location. Especially in the beginning this worked well. The company still puts effort in a culture of meeting, exchanging and sharing.

- Trainers organise interpersonal consultation meetings for trainers, within the company as well as with trainers outside the company.
- Trainers that organise a community of practice (COP).
- Professional development through practicing (give trainings) and reflecting.
- Attending conferences and give a presentation makes that one gains more in-depth knowledge.
- Reading relevant literature and keep up with professional journals. This is being highly stimulated.

Note down the main stakeholder involved. Change the order according to the role in the instances of change

Stakeholder :

- **Manager**
- **Trainer (permanent)**
- **Trainer (freelancer)**

Describe the consequences / satisfaction with this change:

1.6 *The “instances of change”*

Enter here the text of the scenario told from the perspective of an external narrator.

The training company organises a variety of activities focused on the development of trainers. Participating in the activities is obligatorily or free for trainers, depending on the kind of activity. In general, trainers are responsible for their own professional development. The company offers a lot of facilities because of the importance of the subject in the company culture.

The fact that the company offers such a diverse palette of facilities can be seen as innovative. Moreover, some of the facilities are refreshing in itself, such as the flag parade in the team meetings, the podium where trainers can expose their experience, the internal publisher, the grand café and the communities of practice.

The same narrative told from the perspectives of different actors.

Enter here the text of the “instances of change” told from the perspective of the identified stakeholders (trainer, trainee, person who organise training). Use the first person singular to tell the story.

Main stakeholder 1	Stakeholder 2	Stakeholder 3
<p>The manager :</p> <p>We started this company about 20 years ago, with a few trainers. Meeting each other en sharing experiences was important in our opinion. We talk things through around the kitchen table. Nowadays, with the enormous growth of this company, keeping everyone up to date is much more complicated. Because of that, we have a lot of facilities for sharing experiences and professional development. Of course, some of the facilities are expensive and the turnover isn't easy measurable. We are always evaluating our facilities and thinking about new ones. In our philosophy: continuing attention for professional development is very essential and is the responsibility of both trainers and company.</p>	<p>Trainer (permanent)</p> <p>It is good to have so much opportunity to develop myself and to meet other trainers of our company. Of course, it takes much time, but about 30% of my time is reserved for such activities. We as trainers have a role in organising activities which is very stimulating. There is opportunity to try new things (such as an online community). However, the company stays focused on making profit, and new initiatives do not always get enough chance to grow. Another disadvantage is that some colleague are not really interested in new developments. But in general, the facilities are very motivating to focus on my own professional development.</p>	<p>Trainer (freelance)</p> <p>This company has very good facilities for their trainers. I can take much advantage of this as a freelancer. Sometimes, it's difficult to plan all the meetings as I work for other organisations as well. But much activities are free to join so I can pick what I like and what I need. It helps me to connect to the other trainers of the company and to be committed.</p>

A list of stakeholders

Enter here the stakeholders involved in the "instances of change" and what each wants. By adding informations and comments you can enrich the above described situation.

1.6.1 Main types of stakeholder

Stakeholder	What the stakeholder wants
Manager	All trainers do have the company profile and are focused on professional development.
Trainer (permanent)	Be connected to the company profile and to other trainers. Opportunity for professional development.
Trainer (freelancer)	idem

1.6.2 A list of other actors

Enter here information about any other people or systems which play a role for the "instances of change", but have not been interviewed directly.

d)	External experts/external trainers (such as scientist in the scientist cafe)
e)	Trainees of the company
f)	
g)	

1.6.3 A list of other influences

Enter here information about any other influences, like policy issues, systems, regulations which play a role in the "instances of change" to understand it better.

d)	
e)	

TTPLUS Template for the development of instances of change

1.7 Metadata

Institution			
Title	<i>A name given to the instances of change.</i>	Translating 'personal development questions' into exercises	
Description	<i>An account of the content of the situation.</i>	Using 'personal development questions' of a trainee to make exercises that are instructive for all trainees	
Date	<i>Date Created</i>	8 october 2007	
Creator	<i>A person or entity primarily responsible for providing the content of the resource.</i>	Ivlos Utrecht	
Audience	<i>The intended audience for this instances.</i>	All trainers	
Sources	A reference to the case study	Case study of a large training firm	

1.8 *The policy and practice context in which the “instances of changes” is placed*

Brief introduction to the context / case

In training it is important to connect to experiences of trainees. The chance that they can really use in practice what they learn in course is bigger if there is a close connection. A way to connect is to translate personal development questions of trainees into exercises in training.

A trainer of courses on personal development (such as assertiveness, communication) noticed that his trainees had difficulties with translating the theory and practice in the course into their own experience. He decided to place the experience of the trainees as centrepiece in the course and he introduced the term POSSie (in dutch: Persoonlijke Ontwikkel Situatie). He asked trainees to bring in POSSies and he created exercises around the POSSies of the trainees. Of course, it is important that the POSSie is translated into an exercise that is relevant for all trainees

What problem(s) does the “instance of change” address?

The problem of transfer of theory and practice into real work situations.

How does the problem is resolved?

Exercises are based on real experience and important questions of trainees.

Note down the main stakeholder involved. Change the order according to the role in the instances of change

Stakeholder :

- **Trainer: is able to connect better to experiences of trainees**
- **Trainee: can use the theory and practice in real life and work situations**
-

Describe the consequences / satisfaction with this change:

1.9 The “instances of change”

Enter here the text of the scenario told from the perspective of an external narrator.

A trainer introduced the term POSSie to connect better to real life situations of trainees. With POSSie he means a ‘personal development questions’. He asks trainees at the beginning of the course to think about POSSies and to bring them in, later in the course.

He uses the POSSies to make exercises for the trainees. By doing this, the exercises are more recognizable for the trainees and they are better able to use the content of the course in real life situations .

The same narrative told from the perspectives of different actors.

Enter here the text of the “instances of change” told from the perspective of the identified stakeholders (trainer, trainee, person who organise training). Use the first person singular to tell the story.

Main stakeholder 1		Stakeholder 2		Stakeholder 3
<p>Trainer :</p> <p>I introduced the term POSSie to stimulate trainees to bring in own experience. For me, this is a good way to explore the questions and needs of the trainees. I always try to translate the POSSies into exercises that are relevant for all trainees. By doing this, the gap between the theory in course and experiences in real life is being narrowed.</p> <p>Of course, I have to take into account that not all POSSies are relevant for all trainees. Based on my own experience with the course content, I think most of the time I succeed in making general exercises out of POSSies.</p>		<p>Trainee:</p> <p>In this training we were asked to bring in own development questions. In the beginning, everybody was afraid to bring in situations. First I doubted too, because I didn't see the relevance of my experience to other trainees. But I brought it in, and the trainer was really good in translating my POSSie into a exercise for us all. So, after the first POSSie, more trainees wanted to bring in their own questions.</p>		

A list of stakeholders

Enter here the stakeholders involved in the “instances of change” and what each wants. By adding informations and comments you can enrich the above described situation.

1.9.1 Main types of stakeholder

Stakeholder	What the stakeholder wants
Trainer	Motivate trainees and help them with the transfer of theory and practice to real life situations
trainee	Excercises that are recognizable and useful for real life situations.

1.9.2 A list of other actors

Enter here information about any other people or systems which play a role for the “instances of change”, but have not been interviewed directly.

h)	
i)	
j)	
k)	

1.9.3 A list of other influences

Enter here information about any other influences, like policy issues, systems, regulations which play a role in the “instances of change” to understand it better.

f)	A trainer has to be flexible and has to be ‘senior’ on the subject to improvise exercises that are relevant for all trainees
g)	
h)	

TTPLUS Template for the development of instances of change

1.10 Metadata

	Institution			
	Title	<i>A name given to the instances of change.</i>	Introducing a format of B-learning	
	Description	<i>An account of the content of the situation.</i>	In a large organisation a format for courses is introduced based on Blended Learning (B-learning)	
	Date	<i>Date Created</i>	8 october 2007	
	Creator	<i>A person or entity primarily responsible for providing the content of the resource.</i>	Ivlos Utrecht University	
	Audience	<i>The intended audience for this instances.</i>	All organisation with internal training courses	
	Sources	A reference to the case study	A large government organisation in the Netherlands	

1.11 *The policy and practice context in which the “instances of changes” is placed*

Brief introduction to the context / case

In a large government organisation different internal trainings are developed. To stimulate the use of innovative methods in the trainings a concept of B-learning is developed by the educational specialists of the organisations. All developers have to use a template for training called B-learning (Blended Learning). Each training use different methods such as e-learning, a syllabus and meetings. A training is divided into learning objects. At the end of a learning object the trainees have to apply the learning content in a real situation. In each training, the trainees also have to work on a case-study.

What problem(s) does the “instance of change” adress?

In the organisation different didactical methods were used. Many trainings were developed by employees who only have parttime tasks on developing training. There were differences in quality in courses and not all courses used innovative techniques.

How does the problem is resolved?

By using a template of B-learning the requirements on the quality of a course in the organisation are clear.

Note down the main stakeholder involved. Change the order according to the role in the instances of change

Stakeholder :

- **Educational expert who developed the concept of B-learning and who works also as a developer of training and as a trainer.**
- **Part time trainer/developer (mostly one day a week) who works mainly as a professional expert**
- **Trainee (of employee of the organisation)**

Describe the consequences / satisfaction with this change:

By using a template of B-learning all courses of the organisation have the same structure and all courses make use of e-learning

1.12 The "instances of change"

Enter here the text of the scenario told from the perspective of an external narrator.

The organisation introduced the concept of B-learning for different reasons. They thought it would help the parttime developers of courses by offering a clear structure. It also helps developers with using e-learning in the course. With the template, the requirements on a course are clear, which is good for the quality of courses.

Trainees/employees like it, that all training has the same structure and uses the same methods and techniques. They learn to use it in a meaningful way.

The same narrative told from the perspectives of different actors.

Enter here the text of the “instances of change” told from the perspective of the identified stakeholders (trainer, trainee, person who organise training). Use the first person singular to tell the story.

Main stakeholder 1	Stakeholder 2	Stakeholder 3
<p>Educational expert: We developed the concept of B-learning to help developers of courses and to assure the quality and the use of innovative techniques. I think the template works well. I use it with the development of the internal didactical courses. Of course, sometimes it is difficult to use the complete template, but I think the main point is to keep in mind the essence of the concept. I hear from the parttime trainers and developers that they find it difficult to use the complete template. But I think it also helps them by giving a training more structure. Of course, it takes time to learn to work with the format.</p>	<p>Trainer: I like the concept of B-learning that is introduced in our organisation. But sometimes it is difficult to use the complete template of B-learning. It makes training more extended and more complex and that can not be the intention. It also takes more time to develop a course by the B-learning template. It seems that our remarks are not always taken into account by the education experts. On the other side: there is support and we are now learning to use it.</p>	<p>Trainee: I have done different trainings in our organisations and there was big difference in quality an in training methods. I think it is good to have a standard in our organiation and I like the concept of B-learning because it is a combination of different training methods and techniques.</p>

A list of stakeholders

Enter here the stakeholders involved in the “instances of change” and what each wants. By adding informations and comments you can enrich the above described situation.

1.12.1 Main types of stakeholder

Stakeholder	What the stakeholder wants
Educational expert	Quality in courses and use of innovative methods
Trainer	Support by developing courses
Trainee	Qualitative good courses

1.12.2 A list of other actors

Enter here information about any other people or systems which play a role for the “instances of change”, but have not been interviewed directly.

l)	Management of organisation
m)	
n)	
o)	

1.12.3 A list of other influences

Enter here information about any other influences, like policy issues, systems, regulations which play a role in the “instances of change” to understand it better.

i)	Support by using innovative techniques
j)	
k)	

TTPLUS Template for the development of instances of change

1.13 Metadata

	Institution			
	Title	<i>A name given to the instances of change.</i>	Talent orientation	
	Description	<i>An account of the content of the situation.</i>	A training company has developed a procedure to check the motivation of the participants during the intake process	
	Date	<i>Date Created</i>	08 October 2007	
	Creator	<i>A person or entity primarily responsible for providing the content of the resource.</i>	IVLOS, Utrecht University	
	Audience	<i>The intended audience for this instances.</i>	All firms or organisations with professional trainers	
	Sources	A reference to the case study	Case study of a small training and consultancy company	

1.14 The policy and practice context in which the “instances of changes” is placed

Brief introduction to the context / case

A small training and consultancy firm supports educational institutes and in-company training bureaus with the innovation of their curriculum, organisation and knowledge management with the use of new media. The main objective of the firm is letting professionals work with more fun. Seven persons are employed by the company and nine people work on a freelance basis.

What problem(s) does the “instance of change” address?

A problem trainers have to deal with is the tension between the one who requested for a training (often the manager) and the participants who have to follow a course or a training from their management. Often there is a discrepancy between the goals of the manager and the participants. The trainer needs to satisfy both groups.

How does the problem is resolved?

By having a so-called talent orientation as an intake. For 80-90% of the trainings an intake will take place with the participants. Test will be performed as well as a talk with the potential participants during the intake to find out what the participant wants to get out of the training and his/her motivation. Another aim is to check if the participant knows where he/she is starting with. After this orientation, the trainer and the participant decide ‘together’ to start with the training.

Note down the main stakeholder involved. Change the order according to the role in the instances of change

Stakeholder :

- **Manager**
- **Trainer (permanent)**
- **Trainer (freelancer)**

Describe the consequences / satisfaction with this change:

1.15 The "instances of change"

Enter here the text of the scenario told from the perspective of an external narrator.

Trainers of the training company experience a tension between the motives and goals of the manager who arrange training for his staff and the participants of the training who often have a different motive. Since a trainer has to deal with the participants in a training a so-called talent orientation is organised. During this talk the trainer gains insight in the aims, goals and motivation of the participant. After a successful talk, they decide together to start with the training. Occasionally, the trainer decides that it has no use that a participant starts with the training since his motivation or goals does not fit the overall goals of the training. The manager might not be too happy with this result but it is better that the participant doesn't start at all than that he/she disturbs the learning process of others.

The same narrative told from the perspectives of different actors.

Enter here the text of the “instances of change” told from the perspective of the identified stakeholders (trainer, trainee, person who organise training). Use the first person singular to tell the story.

Main stakeholder 1	Stakeholder 2	Stakeholder 3
<p>The manager :</p> <p>We as a company work according a question-based concept. This means that we develop a training tailor-made to a group. The best way to do this is to talk with the potential participants in the training and not only with the customer, the one who pays the bill. Often the customer, e.g. manager has a different, more long-term goal in mind than the participants. For instance, a managers goal can be to learn the participants a different way of working, e.g. more efficient that will lead to a 25% of reduction in time. And thus will reduce costs. At the same time the participants do not want to work more efficient. My trainers, including myself experience these different goals between the manager and the participants as problematic. To overcome this tension we develop a talent orientation. The talent orientation consists of an intake talk with all the participants. Most customers (managers) agree with these extra time investments and thus extra costs of the intake because they see the added value.</p>	<p>Trainer (permanent)</p> <p>Previously to a training I have an intake with the potential participants. I know what the customer would like to gain from the training since he was the first contact person and the one who will pay the bill. During the training process nevertheless, I have to deal with the participants. And of course for the training to be successful, it is important that I know what they want to get out of the training. I would like to know what their motivation is and in what topics they are interested in. Based on these intakes the programme for the training will be developed.</p>	<p>Trainer (freelancer)</p> <p>As a trainer it is very important to know how to deal with resistance. Resistance can be caused by not having tuned the expectations of the training within the company. Thus not between the customer and ourselves but within the customers company or institute. Therefore, we introduced the talent orientation approach. Before a participant can join a training my colleagues and myself have an intake with all participants. We would like to know their goals, motives and topics of interest. If I talk to a participant who does not have a clear motive or learning goal, I advise him not to join the training. This person can be a potential problem maker. He/she can disturb the learning process of others. His manager might not be too happy with this result but this might be the best the solution for the final result of the training.</p>

A list of stakeholders

Enter here the stakeholders involved in the "instances of change" and what each wants. By adding informations and comments you can enrich the above described situation.

1.15.1 Main types of stakeholder

Stakeholder	What the stakeholder wants
Manager	To tune the expectations between the customer and the participants of a training. And to diminish the tension for his training staff.
Trainer (permanent)	To experience less tension during the training process. And get the most out of the training for all participants.
Trainer (freelancer)	To reduce resistance during the training. And get the most out of the training for all participants.

1.15.2 A list of other actors

Enter here information about any other people or systems which play a role for the "instances of change", but have not been interviewed directly.

p)	Customers
q)	All trainers within the company
r)	Participants of a training
s)	

1.15.3 A list of other influences

Enter here information about any other influences, like policy issues, systems, regulations which play a role in the "instances of change" to understand it better.

l)	
m)	
n)	

TTPLUS Template for the development of instances of change

1.16 Metadata

	Institution			
	Title	<i>A name given to the instances of change.</i>	Intelligent learning	
	Description	<i>An account of the content of the situation.</i>	An training company developed an educational concept based on virtual learning and action learning	
	Date	<i>Date Created</i>	08 October 2007	
	Creator	<i>A person or entity primarily responsible for providing the content of the resource.</i>	IVLOS, Utrecht University	
	Audience	<i>The intended audience for this instances.</i>	All firms or organisations that are interested in learning	
	Sources	A reference to the case study	Case study of a educational training company	

1.17 *The policy and practice context in which the “instances of changes” is placed*

Brief introduction to the context / case

A small training and consultancy firm supports educational institutes and in-company training bureaus with the innovation of their curriculum, organisation and knowledge management with the use of new media. The main objective of the firm is letting professionals work with more fun. Seven persons are employed by the company and nine people work on a freelance basis.

What problem(s) does the “instance of change” address?

Nowadays there is a need for virtual, short, active and intelligent courses in which the high educated participants can bring in more of their intelligence.

How does the problem is resolved?

The educational concept of the company is based on virtual action learning. Participants are challenged to construct knowledge by producing learning products for a specific target group (e.g. entrepreneurs, factories, professionals) that they publish on a website (Plaza). This production process is the learning process for the participants. Within their group they solve problems, ask learning questions, substantiate statements, learn to value each other, improve each others learning products and they learn to choose the best learning product. This virtual learning interaction is the driving force behind all the learning activities and the plenary sessions in which the learning questions of the participants are central.

Collaboratively producing, supported by activating virtual working formats. For this purpose a Virtual Learning Community (VLC) is developed. The interaction and production process can take place without the intervenes of a trainer or teacher.

Characteristics of this process are:

- The concept is based on collaboratively producing in which participants with and through each other.
- Virtual learning interaction and virtual learning production are the motor behind all the learning activities
- It is competence based education with an accent on knowledge, based on social constructivism
- The participant is completely responsible for his/her own learning process. He/she can follow a flexible learning path and needs to proof his competence development.
- No exams, rosters, grades, figures, e-mails, indicators etc
- At every moment in time one can get an overview of the progress and the development of the participants by making a so-called Learning process analysis in the VLC.
- The trainer or teacher doesn't read the learning products. Only the best products are discussed by an expert in an editorial review meeting. He/she estimates the quality and decides whether or not the products can be published on the Plaza. This can be a public website or a knowledge management system of a specific organisation or sector.
- The role of the trainer/teacher is divided in two sub-roles: an assessor-developer and a trainer-coach role. Only the assessor-coach is responsible for the qualitative assessment of the competence development of the participants, who needs to proof this. This is called internal attribution for which specific skills are needed, like virtual learning process analysis, taking assessments, providing feedback.
- Since there are no exams, no correction work, e-mails and meetings, the trainer-coach has time for personal and virtual talks with the participants and to give him/her advise and feedback.
- The participant can follow his/her own pace in the virtual concept.

Note down the main stakeholder involved. Change the order according to the role in the instances of change

Stakeholder :

- **Manager of training firm**
- **Trainer**
- **Trainee**

Describe the consequences / satisfaction with this change:

1.18 The "instances of change"

Enter here the text of the scenario told from the perspective of an external narrator.

The same narrative told from the perspectives of different actors.

Enter here the text of the “instances of change” told from the perspective of the identified stakeholders (trainer, trainee, person who organise training). Use the first person singular to tell the story.

Main stakeholder 1		Stakeholder 2		Stakeholder 3

A list of stakeholders

Enter here the stakeholders involved in the "instances of change" and what each wants. By adding informations and comments you can enrich the above described situation.

1.18.1 Main types of stakeholder

Stakeholder	What the stakeholder wants
Manager of training firm	
Trainer	
Trainee	

1.18.2 A list of other actors

Enter here information about any other people or systems which play a role for the "instances of change", but have not been interviewed directly.

t)	Managers of companies who hires the training company
u)	
v)	
w)	

1.18.3 A list of other influences

Enter here information about any other influences, like policy issues, systems, regulations which play a role in the "instances of change" to understand it better.

o)	
p)	
q)	
r)	