STEPS NEEDED TO LAUNCH eCOURSE IN THE OTHER REGIONS

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Authors (per partner, if more than one partner provide it together)		**UPV (Carlos Fernández Llatas, Vicente Traver Salcedo, Zoe Valero Ramón)**	
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1   Introduction

1.1   ALTAS Overview

Assistive Living Technology (ALT) helps people learn, communicate and live more independently. Assistive living technology is any product or service that maintains or improves the ability of individuals with disabilities or impairments communicate, learn and live independent, fulfilling and productive lives.

The ALTAS project addresses the shortfall of Assistive Living Technology (ALT) training courses for health and social care staff that will ultimately enable their clients and patients to benefit from smart solutions to live independently, self-care and improve their health and well-being.

1.2   Document purpose and objectives

O5 course development aim is to develop ALTAS course and its materials iteratively with the trainers based on the standards and in parallel with the assessment framework. Within output five, two main results should be achieved, ALTAS face-to-face course and its materials, and ALTAS e-Course. The e-Course should be launched and piloted in one region in order to evaluate it.

O5 also envisage the possibility ALTAS eCourse could be launched in the other regions, with this in mind, this document explain main steps needed in order to launch ALTAS eCourse in other regions in a successfully manner.

1.3   Structure

This document is structured into three sections. The deliverable begins with the introduction, giving the overview of the project and main purpose of the document. Section 2 corresponds with the description of the steps needed for launching ALTAS eCourse in the other regions participating in the project.

The document finishes with a conclusion section about the work performed within this document and future work.

2   Steps needed to launch eCourse in the other regions

ALTAS eCourse was design and developed based on ALTAS course developed on intellectual Output 5, included in deliverables O5-D1 Learning material that includes rationale, aim, learning outcomes, suggested content, learning methods, assessment method (separate IO), reading list, on-line resources list and guidance for teachers/trainers; and O5-D2 Deployment materials (presentation slides, technical handbooks).

ALTAS eCourse adapted previous materials to an on-line context and Spanish framework, as it was planned to be launched in Valencian region, but maintaining main purpose and general concepts so it could be launched in other regions with minor changes, all previous work was included in document IO5-D4 Contents and format for e-Course. Based on work done for e-Course development and launching, this section includes the needed steps in order to correctly launch the e-Course in other European regions (mainly in those participating in the project).

2.1   Main Steps

Following there are included main steps needed to launch the course in the other regions:

1) Translate e-Course material: it means, all developed material in printed format for ALTAS eCourse (mainly slides nad recommended readings) should be translated to local languages. ALTAS consortium believes that eCourse could be better profit (guarantee maximum acquisition of competences and reduction of % of people that are not finally completing the course) if it is delivered in students' language.

2) Create new videos for lessons: each ALTAS eCourse lesson has associated a video-lesson, with the teacher explaining lesson (following the corresponding slide presentation). This step is time and resources consuming, as all videos have to be re-recorded, so another option less consuming could be to include subtitle in all videos, there are several tools that create subtitle on live that can be used in order to launch the course with the actual videos. Decision on what option perform should be taken based on availability of resources. Translation of resources is less consuming but has worst result regarding students' attention, while re-recording videos has better results but it involves a greater expenditure of resources.

3) Adaptation of related resources: all lessons have users' testimonies, real use cases, best practices examples and recommended reading in order to illustrate main concepts and create debate and reflexion among students. These resources format vary from videos (mainly from YouTube) to recommended reading (news, pdf, articles, reports…). Resources included are those that better reflect lesson concepts, local framework and cultural background, so resources should be carefully review in order to detect what could be re-used and not, and search new resources that reflect lessons concepts for the corresponding region framework. Following there is included the list with the lessons to be reviewed as they include support resources:

   a. Module 1 – Lesson 2 Long-term conditions: recommended reading about health care system in Spain and the use of ALT.

b. Module 1 – Lesson 4 Some reflections about ALT: both review interesting testimonies about real users of ALT, and recommended reading about telecare in Spain.

c. Module 2 – Lesson 4 Telemedicine: recommended reading about home actuators and independent living.

d. Module 2 – Lesson 5 ALT real use cases: recommended videos (through YouTube) about real users of ALT.

e. Module 3 – Lesson 5 interesting resources: lesson collecting interesting resources about the concepts introduce in the module.

f. Module 4 – Lesson 3 Perspective of the service end-users: the lesson aims to show the perspective of the users of the service from the point of view of the barriers that exist in the adoption of ALT, and to know real testimonies of users that help to understand the perspective of users.

g. Module 4 – Lesson 4 Introduction to risk management and ALT: potential risks for users of the service in relation to ALT and basic notions about risk management and some ethical considerations under Spanish framework perspective.

4) Adaptation of the ALTAS MOOC: if the eCourse is going to be launched in the new region within UPV[x] (or edX) platform, a new ALTAS eCourse MOOC should be reassembled following UPV[x] standards and procedures, and including new and adapted material.

5) New MOOC: if the eCourse is going to be launched in the new region with other e-learning platform, the course and materials should be re-assembled following corresponding standards and procedures.

3 Conclusions

Although the eCourse was planned to be launched in one from the participating regions, in this case Spain and more concretely in Valencia region, ALTAS consortium developed ALTAS eCourse as general as possible so it could be launched in other regions with minor changes or adaptations.

This document has included main steps to be followed in order the eCourse be launched in some of the other regions.

UPV[x] platform is ready to support ALTAS eCourse launching in the other regions, but developed resources and material for the eCourse could be also use in other e-learning platform.

It is envisage that most time and resources consuming tasks to launch the eCourse in the other regions is create new videos for each lesson, although a compromise solution with subtitles on videos could be adopted, this is not the best solution in terms of students satisfaction and acquisition of competences.