

# **Multi-PALIO**

## **User Guide**

**Version 2.0 1999**



## User Guide

Produced for the Multi-PALIO project within the European Commission's Leonardo da Vinci Programme - DG XXII

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A first version of this series of modules was produced in 1995 in the frame of the Palio project (COMETT II Programme). It received the financial support of the European Commission. The Partners of the Palio project were:

Bull Training Centre (France)

Cambridge Learning Systems (UK)

CAMPO (Italy)

Confindustria (Italy)

CUD (Italy)

Helsinki University of Technology (Finland)

IFAP IRI (Italy)

ISFOL (Italy)

Open Learning Foundation (UK)

Scienter (Italy)

Universita di Siena (Italy)

Universiteit van Amsterdam - SCO-Kohnstamm Institute for Educational Research (Netherlands)

The present version of these modules - Multi-PALIO - has been edited and updated in response to the recent evolution of open and distance learning approaches, which has emerged as a result of innovations in communication and information technology. The pedagogic, organisational and economic dimensions of open and distance learning systems, including design, implementation and evaluation, have been deeply influenced by these developments. They have therefore required the re-design of these learning materials. The partners of Multi-PALIO are:

Bull Training Centre (France)

CAMPO (Italy)

FIM-Psychologie (Germany)

Helsinki University of Technology (Finland)

Open Learning Foundation (UK)

Scienter (Italy)

Universidad de Granada (Spain)

Universiteit van Amsterdam - SCO-Kohnstamm Institute for Educational Research (Netherlands)

Multi-PALIO has been edited by the Open Learning Foundation.

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# User Guide

## Introduction

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The Multi-PALIO learning packages will enable you to learn about and by open learning. The packs cover the most important topics involved in planning, designing and managing open learning. They are designed to be used separately or combined to form more extensive learning programmes. This guide is designed to help you consider how you can use these materials.

## 1 The user guide

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You can use the Guides to plan your own development or devise programmes for trainer training or staff development. It will help you to:

- identify Multi-PALIO modules relevant to your needs
- pinpoint specific units of special interest
- match Multi-PALIO resources to work tasks and job descriptions
- combine Multi-PALIO modules and units into longer programmes

The main sections of the Guide you will need to use are:

- 2 **The Multi-PALIO modules** – introduces the main resources available, giving objectives and main headings
- 3 **Selecting the right package** – provides activities and guidelines to enable you to locate the most useful modules
- 4 **Using Multi-PALIO** – gives ideas on how you can use the materials.

You will also find a separate '**Learning by Open Learning**' section which is designed for anyone who has not previously used this method and needs to consider how they might best approach this.

## 2 The Multi-PALIO resources

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On the next 13 pages there are details of the Multi-PALIO packages. For each package you will find:

- a brief description of its coverage
- package main objectives
- content list

The information provided should help you to identify the packs which are most relevant to you. Multi-PALIO is divided into 8 modules, but is based on a unit structure. Each unit is self contained and covers a specific issue or theme. Typically, a unit provides 1.5-2.5 hours of learning material although if all activities are completed fully you may decide to spend longer. You may find that you need to select units from a number of packs to construct your own learning programme.

The units have been differinglly labelled with the letter A or I after their first letter, namely:

- AI - Why & when to use open learning
- AA - How to design & develop open learning systems
- BI - Materials & media for open learning
- BA - Developing open learning systems
- CI - Supporting open learners
- CA - Planning & managing a support system
- DIA - Collecting & using information in an open learning scheme
- EIA - Evaluating open learning

The letter A after the first letter indicates a focus on 'Application'. The letter I focuses on 'Instruction'. Modules CIA and DIA indicate that application and instruction are integrated into the same module.

Multi-PALIO has been designed as a modular series. This means that each module and, as far as practical, each unit has been designed to be used alone if required. It means that you can use the series to learn about specific methods i.e. one aspect of developing materials without having to work through several other topics. However, this does mean that to make each pack self contained, there has to be a deliberate overlap between some packages. In some of the modules you will find this means that a specific topic is included despite being in another pack. In others, sections or even occasionally whole units are common to two or more packs. The different components of open and flexible methods interlock therefore it would be inappropriate to restrict content and cross reference to other modules. For your ease of use, material has been included at the point where it is needed.

Where there is an overlap between units, we have indicated this in the package description which follows. However, please remember that although the content of an 'overlap' section or unit may be repeated, it will often be placed in a new context, with additional information to explain or illustrate a specific technique or issue. You will find it useful to at least skim material you have covered elsewhere to check on its relevance to the topic you are covering. This section of the User Guide should help you identify which packs and units you need and you should be able to judge whether to use whole modules or individual units (or a combination) as the 'building blocks' of your programme.

## AI Why and when to use open learning

This module sets out a series of definitions and key ideas concerning the use of open learning. It provides an overview of the most recent developments and trends. The material will be particularly useful to those wishing to gain an overview of the field, as well as anyone preparing a case for the use of open learning in their organisation.

Objectives	
<ul style="list-style-type: none"> <li>■ define ‘open learning’ in terms relevant to your organisation</li> <li>■ identify the main benefits of an open learning system</li> <li>■ make preliminary choices of materials, media and support methods for an open learning scheme</li> <li>■ outline the characteristics of open learning materials</li> <li>■ decide when open learning is appropriate for use in your organisation.</li> </ul>	
Content Coverage	
Unit 1: Using open learning	Unit 4: Media and technologies for materials and support
1 Offering choice	1 The range of media
2 Benefits of open learning	2 Selecting media for learning materials
	BI BA
Unit 2: Materials for open learning BI	Unit 5: When to use open learning
1 What are open learning materials?	1 Why use open learning?
2 The characteristics of open learning materials	2 Models of open learning AA
	3 Issues
Unit 3: Supporting open learners DI	
1 Why support?	
2 What do we mean by support?	
3 The stages of support	
4 Who will support?	

## AA How to design and develop open learning systems

Designed to enable users to plan an effective open learning system, this pack provides a set of tools and techniques relevant to a wide range of organisations. In particular it will help trainers to assess both benefits and costs of forms of open learning and to design features of a scheme to provide these benefits.

### Objectives

- identify and profile learners who might use open learning in your organisation
- assess the adoption of an open learning approach instead of a traditional one in a given situation
- using best practice, make methodological decisions about the open learning system to be developed
- outline the costs and benefits of an open learning system to be developed
- plan the relevant phases of development and the use of resources.

### Content Coverage

Unit 1: Identifying User's Needs	Unit 3: Specifying: Approach and Materials
1 The learner at the centre of an open learning system	1 Dimension of 'openness'
2 What do you need to know about learners?	2 Integration with existing training provision
4 Learners' needs	3 Materials for the open learning system
5 Learner's characteristics CIA	AI BI
4 Learner's context CIA	Unit 4: Specifying: Support CA
Unit 2: Open Learning Solutions	1 How much support?
1 The appeal of open learning	2 When to provide support
2 Resistance to open learning	3 Who will support?
3 The case for open learning : sector-by-sector	6 Using technologies
4 Open learning and teachers/trainers	7 Providing support to line managers and mentors

<p>Unit 5: Models of Open Learning</p> <ol style="list-style-type: none"><li>1 Learning resource centres</li><li>2 Computer mediated communication</li><li>3 Networked multimedia/just-in-time/desktop-delivered learning</li><li>4 Group video conferencing</li><li>5 Integrated learning</li><li>6 Combining different forms of open learning</li><li>7 Internet supported courses</li></ol>	<p>Unit 6: Estimating Costs and Benefits of Open Learning</p> <ol style="list-style-type: none"><li>1 Costing</li><li>2 Types of costs</li><li>3 Cost analysis</li><li>4 The economic benefits of open learning</li></ol> <p>Unit 7: Setting Up and Implementing an Open Learning System</p> <ol style="list-style-type: none"><li>1 Identifying activities</li><li>2 Defining your planning tasks</li><li>3 Scheduling</li><li>4 Identifying resources</li></ol>
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## BI Materials and media for open learning

This module provides an introduction to the different media available for learning materials. Special emphasis is given to newer computer-based media as this aspect is not so well covered by existing materials. The use of media for support is also included as is an overview of the issues involved in adapting materials.

Objectives	
<ul style="list-style-type: none"> <li>■ assess the advantages and disadvantages of a range of learning media</li> <li>■ identify the features which help materials play an effective role in open learning</li> <li>■ specify the role and nature of materials in a specific open learning scheme</li> <li>■ assess the implications of a range of issues of materials delivery, use and adaptation for your organisation.</li> </ul>	
Content Coverage	
Unit 1: What are open learning materials? 1 What do individuals need? 2 What role do materials play in an open learning system? 3 Your organisation's approach	Unit 5: Selecting and specifying materials 1 Selecting media 2 Specifying materials EIA 3 Selecting materials
Unit 2: Text materials 1 Paper based materials 2 The strengths and weaknesses of printed materials	Unit 6: Delivery media AA 1 Learning centres and the use of materials 2 Computer and Internet based learning 3 Group Video Conferencing
Unit 3: Video and audio 1 Using audio 2 Using video	Unit 7: Adapting open learning materials 1 Why adapt? BA 2 What type of adaptation?
Unit 4: Multimedia 1 Computer based learning 2 From computer based learning to multimedia 3 Using multimedia	

## BA Developing open learning systems

This module focuses on how to design open learning materials and to set up systems for production. It covers text, video, audio and computer-based media, although most of its content is concerned with techniques, features and systems relevant to most media used. The material is not a detailed guide on writing skills, but a resource to enable you to plan and manage the development of learning materials in a range of media.

Objectives	
<ul style="list-style-type: none"> <li>■ Assess a range of methods for developing open learning materials</li> <li>■ Identify methods most appropriate to your organisation</li> <li>■ Develop a materials development strategy for your organisation</li> <li>■ Examine the requirements in terms of approach and methods for different media</li> </ul>	
Content Coverage	
<p>Unit 1: Planning materials development</p> <ol style="list-style-type: none"> <li>1 Why develop materials?</li> <li>2 What are open learning materials?</li> <li>3 Initial planning</li> </ol>	<p>Unit 6: Managing materials development</p> <ol style="list-style-type: none"> <li>1 Who will develop materials?</li> <li>2 Managing materials development</li> <li>3 Embedding materials development</li> </ol>
<p>Unit 2: Specifying materials</p> <ol style="list-style-type: none"> <li>1 Why and how to specify</li> <li>2 Developing a specification</li> </ol>	<p>Unit 7: Ensuring usability and quality</p> <ol style="list-style-type: none"> <li>1 Assessing quality</li> <li>2 Ensuring usability</li> <li>3 Identifying stages in materials development</li> </ol>
<p>Unit 3: Writing text materials</p> <ol style="list-style-type: none"> <li>1 Enabling learning</li> <li>2 Learning objectives</li> <li>3 Handling content</li> <li>4 Visual design</li> </ol>	<ol style="list-style-type: none"> <li>4 Managing the process</li> <li>5 Specification stage</li> <li>6 House style</li> <li>7 Evaluating learning materials in development</li> </ol>

<p>Unit 4: Developing multimedia materials</p> <ol style="list-style-type: none"> <li>1. Terminology</li> <li>2. Using multimedia</li> <li>3. Visual style</li> <li>4. Guidelines on navigation</li> <li>5. Using Hypertext</li> <li>6. Producing materials for the WWW and network services</li> </ol>	<p>Unit 8: Adapting materials      BI</p> <ol style="list-style-type: none"> <li>1. Why adapt</li> <li>2. Features of adaptation</li> <li>3. What type of adaptation?</li> <li>4. How to adapt</li> </ol>
<p>Unit 5: Video and audio      BI</p> <ol style="list-style-type: none"> <li>1. Using audio</li> <li>2. Developing effective audio materials</li> <li>3. Defining an approach</li> <li>3. Using video</li> <li>4. Developing video materials</li> <li>5. Developing an approach</li> </ol>	<p>Unit 9: Costing materials development</p> <ol style="list-style-type: none"> <li>1. Estimating costs</li> <li>2. Estimating the value of learning materials</li> </ol>

## CI Supporting open learners

This module introduces the issues and methods involved in providing support for open learners. The module explains the requirements for support and covers a range of methods used in different systems.

### Objectives

- Specify the rationale for support in an open learning system
- Assess the relative roles of materials and support in open learning
- Outline the main tasks of a supporter in your organisation
- Allocate support tasks to specific stages in a course or programme
- Assess the benefits and issues arising from the use of open learning technologies for support.

### Content Coverage

<b>Unit 1: Why support?</b> 1 Learners in an open learning system 2 The needs of learners 3 What do we mean by support? 4 The support system	<b>Unit 4: Providing support: the early stages</b> 1 Selecting open learning 2 Selecting an open learning package 3 Preparing to learn 4 First contact
<b>Unit 2: Learning materials and other resources</b> 1 The characteristics of learning materials 2 What should materials do and what should supporters do? 3 Resources for support	<b>Unit 5: Maintaining learner progress</b> 1 Different ways of learning 2 Maintaining progress 3 Problem solving
<b>Unit 3: The role of the supporter</b> 1 What does a supporter do? 2 Who will support? 2 The stages of support 4 Coaching and developing supporters	<b>Unit 6: Technologies for support</b> 1 Why use technologies for support? 2. Computer mediated communication CA 4 Video conferencing CA 5 Performance Support Systems CA 6. Multimedia and computer-based learning 7. Learning centres CA

## CA Planning and managing a support system

Designing an effective support system is one of the most important stages in planning open learning. This pack enables users to follow a logical series of steps to develop a support system. Although the module is not designed to teach support skills it does explain and review the range of competences needed for successful tutoring and support.

### Objectives

- Design a support system for a specific open learning course or programme
- Develop a support system to include a number of courses within an organisation
- Prepare a plan for managing an open learning support system
- Plan a staff development/trainer training programme for supporters

### Content Coverage

#### Unit 1: Support in an open learning system

- 1 The open learning 'system'
- 2 The materials/support relationship
- 3 What should be in a support system?
- 4 Matching support to learner needs

#### Unit 2: Who will support?

- 1 Tutors
- 2 Mentors
- 3 Line managers
- 4 Self help/peer groups
- 5 Learning centre administrators
6. What should a supporter do?
7. Selecting supporters
- 8 Coaching and developing supporters
- 9 Support and computer-mediated communication

#### Unit 3: When to support

- 1 The stages of support
- 2 Before the course
- 3 During the course
- 4 End of course
- 5 After the course

#### Unit 4: How to support

- 1 Selecting support
- 2 What support activities are needed?
- 3 Support methods
- 4 Technologies for support

#### Unit 5: Costing support systems

- 1 Costing support
- 2 Costing the support system
- 3 Estimating the value of support activities

#### Unit 6: Evaluating support

- 1 Setting criteria
- 2 Pre-programme stage
- 3 Initial stages
- 4 From the middle to the end
- 5 Post programme evaluation
- 6 Methods
- 7 Evaluation reports

#### Unit 7: Planning support

- 1 Learner needs
- 2 Needs of the course or programme
- 3 Who will support?
- 4 What support methods?
- 5 How much support?
- 6 Phasing support
- 7 Technologies for support
- 8 Record keeping
- 9 Quality system
- 10 Managing the system

## DIA Collecting and using information in an open learning scheme

This module introduces the information needs of an open learning system. It reviews the main areas of open learning – materials, support, development and evaluation – and illustrates the information requirements for each stage or aspect. The material will be particularly useful for anyone at the planning stage of an open learning project. It will help you work through each stage of devising an information system from analysing needs to selecting software and hardware.

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>■ Draw up a specification of the information needed to develop and maintain an open learning system</li> <li>■ Prepare an outline plan to collect this information</li> <li>■ Define system requirements including hardware, software and user requirements.</li> </ul>	
<p><b>Content Coverage</b></p>	
<p>Unit 1: Your information needs</p> <ol style="list-style-type: none"> <li>1 The information needs of your system</li> <li>2 Clarifying the need for information</li> <li>3 Open learning &amp; good information management</li> <li>4 Why do we collect data?</li> <li>5 Producing and using information</li> <li>6 The functions of a system</li> <li>7 The functions of your system</li> </ol>	<p>Unit 5: Informed management of your open learning system</p> <ol style="list-style-type: none"> <li>1 Management information</li> <li>2 Information and quality</li> <li>3 Stakeholders and quality</li> <li>4 Using information to manage</li> </ol>
<p>Unit 2: Information needed to develop an open learning system</p> <ol style="list-style-type: none"> <li>1 Identifying education &amp; training needs</li> <li>2 Profiling your learning population</li> <li>3 Finding and/or producing open learning materials</li> <li>4 Using standards and indicators</li> <li>5 Commercial and operational feasibility</li> </ol>	<p>Unit 6: Data Collection</p> <ol style="list-style-type: none"> <li>1 7 step method for collecting data</li> </ol> <p>Unit 7: Data Access</p> <ol style="list-style-type: none"> <li>1 An overview of data needs</li> <li>2 The needs of the tutor</li> </ol>
<p>Unit 3: Information needed by learners</p> <ol style="list-style-type: none"> <li>1 Seeing a package from a learners' perspective</li> </ol>	<p>Unit 8: Communications</p> <ol style="list-style-type: none"> <li>1 Communications in your present System</li> <li>2 A systematic design approach</li> <li>3 Communication methods</li> </ol> <p>Unit 9: Sizing your software</p> <ol style="list-style-type: none"> <li>1 The 12 questions to be asked</li> </ol>

Unit 4: Monitoring the learning process	Unit 10: Choosing hardware
1 Stages in monitoring learner progress	1 The 4 questions to be asked
2 Monitoring learner support	
3 Storing & using information about learner progress	

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## EIA Evaluating open learning

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Evaluation of open learning schemes is an increasingly important issue for many organisations. This pack introduces some approaches and methods of evaluation. It provides guidance on a range of methods of evaluation. It is designed to be a practical package enabling users to design and implement an evaluation for an open learning scheme. Coverage includes different types of evaluation and methods of collecting and interpreting data.

Objectives	
<ul style="list-style-type: none"> <li>■ Examine a range of aspects of an open learning system in terms of evaluation</li> <li>■ Identify the rationale for and requirements of an evaluation of an open learning system in your organisation</li> <li>■ Select and use a range of evaluation tools to evaluate an open learning system</li> <li>■ Prepare an evaluation plan for a specific open learning system.</li> </ul>	
Content Coverage	
<p>Unit 1: Why and what to evaluate</p> <ol style="list-style-type: none"> <li>1 What is evaluation?</li> <li>2 Why evaluate open learning?</li> </ol>	<p>Unit 5: Learning materials</p> <ol style="list-style-type: none"> <li>1 When to evaluate learning materials</li> <li>2 Selecting materials</li> <li>3 Evaluating learning materials in development</li> <li>4 Evaluating materials in use</li> <li>5 Evaluating the overall effectiveness of the materials</li> </ol>
<p>Unit 2: Evaluation methods</p> <ol style="list-style-type: none"> <li>1 Models of evaluation</li> <li>2 Which methods to choose</li> </ol>	<p>Unit 6: Support systems</p> <ol style="list-style-type: none"> <li>1 Setting criteria</li> <li>2 Pre-programme stage</li> <li>3 Initial stages</li> <li>4 From the middle to the end</li> <li>5 Post programme evaluation</li> <li>6 Methods</li> </ol>
<p>Unit 3: Evaluation tools</p> <ol style="list-style-type: none"> <li>1 Collecting information</li> <li>2 Questionnaires</li> <li>3 Interviews</li> </ol>	
<p>Unit 4: Planning an evaluation</p> <ol style="list-style-type: none"> <li>1 How will you evaluate open learning?</li> <li>2. Step-by-step</li> <li>3. Evaluation reports</li> </ol>	

## **Text Material**

The Multi-PALIO packages are text-based because it is both suitable for the content of Multi-PALIO and guarantees the widest possible use.

You will find that the Multi-PALIO workbooks are written in a highly interactive, activity-based style. They are designed to be written in and, in many cases, should form a useful resource for your future use in planning and developing open learning. Many of the activities ask you to undertake planning tasks within your organisation.

## **3 Selecting Multi-PALIO Modules**

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The Multi-PALIO modules have been designed to be used as separate modules or put together into individual programmes. This section is designed to help you select the modules of most relevance to you.

Before selecting modules you should consider:

- the previous summary of objectives and content in Section 2
- your role in an open learning system.

Multi-PALIO modules have been written for people involved in planning and organising open learning. They do not assume you are managing a scheme or that you are able to make decisions concerning budgets and resources. You should also note that they do not provide detailed training in some specialist areas or techniques such as tutoring and support or specific models such as learning resource centres. The following activities and questions should help you to decide which modules or individual units are useful to you.

## Activity 1 Relevant modules

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Using the summary of content and objectives in Section 2, note down any modules you feel are relevant to you.

Module	Unit	Notes/specific use

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## Activity 2 Defining your role in open learning

Tick any of the tasks listed below which form part of your job.

Score the extent of your involvement on the following 1-6 scale:-

- 1 One of the main tasks in your job
- 2 Important task with regular involvement
- 3 Infrequent but sometimes important
- 4 Sometimes involved but a minor part of the job
- 5 Occasional involvement
- 6 Never involved

	1	2	3	4	5	6
Assessing which training needs should be met by open learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning schemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing open learning systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Costing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning or designing options for use of technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing learning technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocating resources (human, financial and physical)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing open learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing support systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing and developing materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organising production of materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting up information systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrying out evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing feasibility of open learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selecting materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff development in open learning methods/trainer training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Activity 3 Matching your requirements

Now use the following table to match your job requirements to Multi-PALIO modules. Below you will find we have used a simple classification of dividing materials into two categories.

- 1 Likely to be of significant use.
- 2 Possible or partial use.

Where you have scored 1, 2 or 3 in activity 2 on page 22, read across to identify the useful Multi-PALIO modules.

Role/task	Significant use	Possible/partial use
Assessing which training needs should be met by open learning	AI, AA	EIA
Planning schemes	AI, AA, BA, CA, DA, DIA, EIA	BA, CA
Designing open learning systems	AA, BI, BA, CA, DIA	AI, EIA
Costing	AA, BA	AI
Planning or designing options for use of technologies	AI, AA, BI,	CI
Implementing learning technologies	AI, AA, BI	CI
Allocating resources (human, financial and physical)	AA, BA, CA, DIA	EIA
Managing open learning	AA, BA, DIA, EIA	AI, CA
Designing support systems	CI, CA	AA
Supporting learners	CI	AI, CA
Designing materials	BI, BA	AI
Writing and developing materials	BI, BA	AI
Organising production of materials	BA	BI
Administration	DIA	AI, AA, EIA
Setting up information systems	DIA	AI, AA, EIA
Planning evaluation	EIA	AI, AA
Carrying out evaluation	EIA	
Assessing feasibility of open learning	AI, AA	
Selecting materials	BI, EIA	

Staff development in open learning methods/trainer training	CA	
Marketing		AI, AA, DIA, EIA

## 4 Using the Multi-PALIO materials

The Multi-PALIO packages are a modular series designed to fit a wide range of types of flexible learning. The materials were pilot tested externally on a large scale in several European countries and several different methods of use proved to be successful. This section highlights some of the ways Multi-PALIO can be used.

### ■ A complete individual learning programme

The Multi-PALIO resources were designed to enable individuals to use all or a number of packages to provide a learning programme to meet their needs. Both individual units and modules can be combined in a variety of ways to build up an effective learning programme.

### ■ Updating

The Multi-PALIO materials are the most up to date series of resources on open and flexible learning available in Europe. They cover a wide range of emerging issues as well as established best practice. Therefore, they are ideal for individual trainers and tutors or organisations to use to update open and flexible learning practitioners. Although the content in some units is aimed at people new to open learning, other units are suitable for experienced trainers who need to update or extend their expertise.

### ■ Job-aids

Each of the Multi-PALIO packs is based on practical work-based activities. These activities enable you to carry out real tasks in the design, development and planning of open learning. A particularly successful use of the Multi-PALIO packs has been as an 'extended job aid'. Selecting activities and sections to use as a guide can form a framework for open learning scheme development.

■ **To establish organisation-wide consistency and best practice**

Many organisations wish to ensure open and flexible learning provision follows quality standards and to develop consistent organisation-wide approaches. Multi-PALIO can be used to provide a bank of resources to help:

- groups of staff to determine policy and methods
- offer tools to help organisations follow and maintain a best practice approach.

■ **Integrated with other provision**

The structure of Multi-PALIO enables it to be incorporated within or added to existing or planned face-to-face or mixed mode courses. For example, many courses for teachers or trainers which concentrate on face-to-face methods wish to reflect the growing interest in and use of flexible and individualised methods. Multi-PALIO resources are a particularly useful and effective way of achieving this, providing both content based material on established and emerging best practice and giving individuals an opportunity to learn by open learning.

## **5 Learning by open learning**

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The Multi-PALIO materials are designed for individual learning. Using them will involve you in 'learning by open learning'. Your work on the Multi-PALIO modules will give you an idea of what it is like to be an open learner. To gain the most from Multi-PALIO, you will find it useful to plan your work on the modules. There are a number of techniques which you should consider when planning how you will handle your own use of Multi-PALIO:

- decide which modules you need to use and to meet your specific goals

Goals	Modules Needed

- calculate when you need to have completed the modules

Module	Completed by

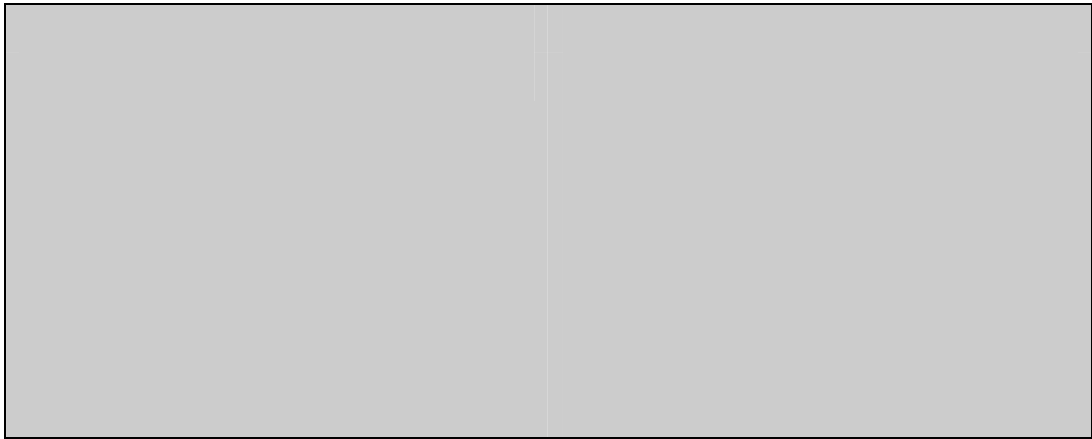
- decide how much time you can spend per week

Time per week	

- consider what length sessions you prefer to use – most Multi-PALIO units need approximately 1-2 hours to complete. However, if you have less time, you will find you can divide the units following their section structure

Average session	

- plan how to handle the unit activities – most will require you to collect and consider information at work. This may require:
  - discussing or working with colleagues
  - gathering material over a period of time



- depending on how your organisation supports individual and professional development, you will probably find that you have to take the main responsibility for planning your use of the Multi-PALIO material. The two planners on the following pages give you a straightforward framework for planning.

**Planner 1** enables you to set target dates for each module and unit

**Planner 2** can be completed to use as a more detailed week by week planner and can be used to incorporate other learning or work related tasks

<b>MULTI-PALIO PLANNER 1</b>				
<b>Module</b>	<b>Unit</b>	<b>Target date</b>	<b>Date completed</b>	<b>Notes</b>

MULTI-PALIO PLANNER 2										
Unit Mnth	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

Learning by open learning will involve you in spending a considerable amount of time working individually with the Multi-PALIO materials. The packs have been designed to help you learn effectively, but if you have not previously used open learning materials, you may find the following guidelines useful:

- allocate a time for learning when you are less likely to be disturbed
- follow your planned programme, amending where necessary
- the workbooks are designed to be written in – make full use of the activity boxes and spaces in the margin
- add your own notes and other material to the workbooks where this is relevant – the Multi-PALIO material is packed in ring binder format to enable you to add documents and your own notes
- use any supporters involved in your scheme as much as you need. Seek the help of colleagues to complete activities where this is useful.

Opportunities should be taken whilst studying to develop a questioning approach and to constantly revise and review your learning. A useful study technique is:

## SQ3R

This stands for:

- SURVEY
- QUESTION
- READ
- RECALL
- REVIEW

Each word identifies one stage in a study technique:

■ **SURVEY**

The module material should be briefly surveyed to identify the main topics included and the direction the material will take. This should be repeated for each unit.

■ **QUESTION**

In each unit, prepare a list of questions that **you**, as the learner, want answered. Many of these will be obvious from the objectives set at the beginning of each unit. Others will arise out of your current understanding and lack of knowledge in a particular area.

■ **READ**

Work through each unit, completing the activities as given.

■ **RECALL**

Regularly take time out to 'reflect' on what you have learnt so far. Some find it useful, at this stage, to write key issues or remembered items on a separate sheet of paper. For others, speaking aloud or quietly to themselves is sufficient.

■ **REVIEW**

The summary at the end of each unit will enable you to review your progress and point to areas which you may need to review or spend more time on.

This simple technique can be helpful in open learning study, especially when you are new to this new mode of learning. The more experienced open learner will have developed their own techniques. The learner who approaches study with a questioning mind and who constantly reviews his/her progress has a better chance of retaining information.

## 6 Glossary

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Some of the most important definitions used in this module and across the Multi-PALIO series are:

### **Open learning**

Open learning is the umbrella term that we use to describe any programme which seeks to provide learners with increased choice over their learning, and organisations with increased flexibility in their training provision.

### **Distance learning**

Generally used to describe types of learning in which learners and tutors are separated by geographical distance. However other practitioners use the term when there is any form of distance or separation between learners and providers, not just physical distance.

### **Flexible learning**

Although the term is used in different ways, it is commonly used to describe forms of learning which have some flexibility in, for example, time, place or pace where the provider prefers not to describe them as 'open'.

### **Programme**

A particular sequence of study which a learner may use to achieve specific objectives.

### **Learner**

The person undertaking the open learning course – often also known as student or trainee.

### **Supporter**

The person guiding the learner through his or her course – often also known as trainer, teacher or lecturer.

### **Multi-media**

Increasingly, the most common use of this term is in describing a range of media delivered via a computer.

### **Telematics**

The convergence of telecommunications, computing (informatics) and televisual media. Providing or supporting learning by telematic networks and tools will be one of the central developments in open and flexible learning over the next few years.

### **Learning Centres**

Collections of learning resources usually housed centrally and often providing technology and facilities for learning as well as support and guidance.