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Identification of Good Practices in the Implementation of Innovative Learning Methodologies*

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We intend to present the partial issues resulted from the development of the European Project DeInTRA "cooperation for innovative training methodologies deployment in the European Labour Market"—Stage 4: Identification of good practices in the implementation of innovative learning methodologies. This project is included into the Lifelong Learning Programme Leonardo da Vinci, Partnerships, DG Education and Culture during the period 2008-2010. The partnership (formed of eight different multi-agent organizations, directly linked to training, entrepreneurial and social environments) has identified more than 20 good practices in the field of innovative learning methodologies and has elaborated the report of stage 4. Our specific contribution is represented by the three best practices identified for Romania, under the comparative frame developed by the partnership.

Keywords: DeInTRA, good practices, innovative learning methodologies

Presentation of the Project Partners

We intend to present the partial issues resulted from the development of the Project DeInTRA "Cooperation for Innovative Training Methodologies Deployment in the European Labour Market"—Stage 4: Identification of good practices in the implementation of innovative learning methodologies. This project is included into the Lifelong Learning Programme Leonardo da Vinci, Partnerships, DG Education and Culture during the period 2008-2010. The European partnership is formed of multi-agent organizations directly linked to training, entrepreneurial and social environments. Next to the Promoter Inveslan: Spain, there are other seven partners from other seven different UE countries, including, Centre for Educational Research, University of Koblenz Landau—Germany; ET Infoart—Bulgaria; Hellenic Management Association—Greece; MOMINT Ltd.—Poland; National Institute of Scientific Research and Social Protection—Romania; Pragma Engineering srl—Italy; Sociedade Portuguesa de Inovação-Consultadoria Empresarial e Fomento da Inovação, S.A.—Portugal (see Figure1).

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Figure 1. Promoter and partners of DeInTRA project.

Thus, the partnership, after agreeing with a common definition about "Innovative Learning Methodology" (currently, DeInTRA classifies new training methodologies in five types: e-learning, m-learning, blended learning, on-the-job planned training (coaching and mentoring), cooperation networks and events), has examined the level of implementation of innovative learning methodologies in participant countries and developed an analysis of the national systems for training for employment. The stage 4 in this project is the identification of good practices in the implementation of innovative learning methodologies in the participant countries. The network on-line collaboration was validated by the Transnational Meeting held in Sofia, Bulgaria on September 28-29, 2009. Based on the methodological guidelines agreed by all the partners for identifying good practices in the implementation of innovative learning methodologies in Training Systems for Employment (see Figure 2) some issues of methodological approach were defined and approved as: (1) the main elements that characterize good practices (to define the methodological approach); (2) the analysis phase for each three national practices on innovative learning methodologies identified by every team country; and (3) the main/general characteristic elements that afford to identify the good practices according to the partnership. The main results of this stage are: the partnership has identified more than 20 good practices in the field of innovative learning methodologies and has elaborated the "Report of Good Practices on Implementation of Innovative Learning Methodologies in Training System for Employment" (already available on the project site in electronic format).

Methodology for "Good Practice on Implementation of Innovative Learning Methodologies in Training Systems for Employment" Identification Under the Project DeInTRA Perspective

This project stage intended to identify a series of good practices in the implementation of the innovative training methodologies. Based on the DeInTRA project's common definition, the "innovative training methodologies" are the "training methodologies which present distinctive and significant new features that distinguish them from others with similar characteristics; add value in relation to conventional solutions; and lead to successfully achieving training objectives".

Figure 2. Common products at stage 4 of DeInTRA project development.

The Main Objectives of the Methodology Agreed by the DeInTRA Partnership for Identifying Good Practices in the Implementation of Innovative Learning Methodologies in Training Systems for Employment

Thus, the main objectives of the methodology agreed by the DeInTRA partnership for identifying good practices in the implementation of innovative learning methodologies in training systems for employment of stage 4 are as follows:

(1) To establish the main elements that characterize good practices (to define a methodological approach);

(2) To analysis national practices on innovative learning methodologies previously identified;

(3) To identify good practices according to the characteristic elements previously.

Guidelines Used for Gathering Good Practices in the Use and Development of the Innovative Training Methodology

There have been a set of orientation questions which the partners have considered for identifying the good practices.

Basic background. The starting point of the innovative methodology (how the methodology was developed, where and under which circumstances; present situation problems/exigencies previously identified, which gave rise to the decision of developing the innovative methodology);

General information. General information about the practice carried on by: (1) identification of the methodology; (2) target group (i.e., students, professional); (3) use the ICT technologies (yes/no); (4) project

leaders—promoters (previous experience); (5) other actors involved in the practice development; and (6) objectives.

Characteristics that define the methodology (according to the main characteristics agreed by the partnership) are: (1) description of the methodology (how the methodology has been developed); (2) methodological resources elaborated in the development of the practice; and (3) available languages (the methodological resources elaborated are available in any different language than the original).

Evaluation of the project. If any, what was the method applied; who were the evaluators; was it internal, external or mixed evaluation?

(1) Targets really achieved; (2) Strength and weakness of the activity/project/good practice; and (3) Sustainability of the activity/project/good practice (there have been other editions/do the benefits produced by the project continue to flow after its conclusion): reasons for the subsequent sustainability/unsustainability of the project.

Characteristics of the Good Practices

The report contains a total of 18 practices and an overview (see Figure 3).

All methodologies introduced fulfill the characteristics identified in the methodological approach. (1) Represent a new approach for a previous training action with regards to the means, target groups and environment; (2) Use ICT for improving/facilitating the learning process; (3) Promote the interaction between the trainer and the trainee and among trainees; (4) Use support materials that facilitate the learning process (games, tools, etc.); (5) Have enough flexibility to continuously adapt to the specific needs of the trainee(s) and of the training process; (6) Promote transversal skills and competences; (7) Promote continuous communication between the trainer and the trainee(s); (8) Simplify in terms of time and contents the acquisition of knowledge; and (9) Focus on the management of the training process in the trainee.

CHARACTERISTICS OF THE GOOD PRACTICES	SPAIN			GERMANY			ROMANIA			ITALY			GREECE			PORTUGAL			BULGARIA
	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	P1	P2	P3	
Represent a new approach for a previous training action with regards to the means, target group, environment....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use ICT for improving/facilitating the learning process	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Promote the interaction between trainer and trainee and among trainees	✓	✓	✓	✓		✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓
Use support materials that facilitate the learning process (games, tools, etc....)	✓	✓					✓	✓				✓	✓	✓	✓	✓	✓	✓	
Have enough flexibility to continously adapt to the specific needs of the trainee(s) and of the training process	✓	✓	✓	✓			✓			✓		✓	✓	✓	✓	✓	✓	✓	✓
Promote transversal skills and competences	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
Promote continuous communication between the trainer and the trainee(s)	✓	✓	✓	✓		✓	✓		✓				✓	✓	✓	✓	✓	✓	
Simplify in terms of time and contents the acquisition of knowledge	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Focus the management of the training process in the trainee	✓	✓	✓	✓			✓	✓					✓	✓	✓	✓	✓	✓	✓

Figure 3. Matrix of good practices.

Other characteristics can be emphasized. (1) Some of them are promoted by universities or public bodies; (2) More practical methodologies are promoted by big companies; (3) Methodologies are based on a constructivist approach; (4) Learning/training activities are based on the collaboration among learners for learning management; (5) Some of them encourage the learning in working place, and the development of job competences/skills; and (6) Methodologies are designed closely to the specific needs of the employees—are

more specific.

Common weakness. Besides, there are a series of common weakness: (1) Lack of financing resources, or difficulties for financing training/learning activities in the future; (2) Little presence of training activities related to production process (more of the methodologies identified are linked to training activities for administrative or management process); (3) Lack of digital literacy considering that methodologies use ICT (blended learning—e-learning); (4) Lack of promotion of soft skills that ensure complete gain of the training; (5) Need for a practical implementation of the methodologies; and (6) Dependence on public bodies (public administration, university, public organisation, etc.).

Good Practices Identified in Romania According to the Characteristic Elements Defined by the Common Methodology Developed in the DeInTRA Project

Implementation and the use of modern technologies in education and research require the mobilization and support of various initiatives, programs and projects of public institutions, professional organizations or individual of e-learning professionals, researchers and university teachers in education, inspectors, advisers, teachers, psychologist pupils and students. After 2000, when expanded and developed, technologies Web 2.0 and Learning 2.0 were discussed programs and projects related to strategy development and training, project management, team work and methodology of implementation. Also, the initiators had to promote and integrate new technologies in education and training. Romanian education system adapted to new requirements and challenges of building the knowledge society of the European Strategy "Training in the Knowledge Society".

The top 10 initiatives, programs and operational projects today are:

(1) "Training in the Knowledge Society" Program (2009-2010)—MECI (Ministry of Education, Research and Innovation), in partnership with SIVECO Romania (http://www.edu.ro, http://www.siveco.ro) training of 3,000 trainers teachers;

(2) eLSE Program (2007, http://www.siveco.ro, http://www.intel.com/education/teach)—international training course, implemented by Teacher's Resource House from all over the country, coordinated by Siveco Romania and Intel Corporation;

(3) Project ICVL (2006, http://www.icvl.eu)—International Conference on Virtual Learning "News Technologies in Education and Research", supported by the University of Bucharest and ANCS (National Authority for Scientific Research), Siveco Romania and Intel Corporation;

(4) Portal e-learning, Romania (2006, http://www.e-learning.ro)—educational resources platform, TEHNE Initiative—Center for Development and Innovation in Education http://www.tehne.ro;

(5) Project eLSE (2005, http://adl.unap.ro)—International Scientific Conference "E-learning and Software for Education" supported by the National Defense University "Carol I", Bucharest;

(6) CNIV Project (initiated in 2003, http://www.cniv.ro)—Virtual Learning Conference "Promotion of modern technologies in education and research", supported by the University of Bucharest and ANCS (National Authority for Scientific Research), Siveco Romania and Intel Corporation;

(7) Portal AeL and "Educational Software" Siveco Cup (2003, http://adl.unap.ro)—interactive lessons development of educational software, business initiative Siveco;

(8) Portal Didactic.ro (2003, http://www.didactic.ro)—"National Chancellery" Platform, the Softwin company's initiative (http://www.softwin.ro);

(9) TimSoft Portal (2001, http://www.timsoft.ro)—e-learning platform, TimSoft company's initiative;

(10) SEI Program/Portal (2001, http://www.portal.edu.ro)—the Computerized Educational System, coordinated by MECI (Ministry of Education, Research and Innovation) and Siveco Romania.

Practice 1: Academia Online—An E-learning Platform for Continuing Education

Innovativeness of the practice (see Tables 1 and 2): Inside Media Ltd. and the Institute for Education Sciences, partners in the development of the e-learning system of "Academia Online", have launched a new provocation for the 21st century education in Romania.

Table 1

Innovativeness of the Practice (1)

Practice	**Academia Online - an eLearning Platform for Continuing Education** Distance learning system / [illegible] **Implemented and managed by: InsideMedia Ltd. and the Institute for Education Sciences**
[illegible]	**As response** to a massive demand for open education technology and distance courses added to the growing need for * continuing education. [illegible] * meet the prioritary objective [illegible] **New e-learning content** - The best e-learning system available in Romania New e-learning method *among distance distance learning system / developed in a constructivist manner;* intuitively combined with the didactic approach New evaluation method is present in the system in all its forms. The learning process is supported by a continuous assessment and self-assessment.
[illegible]	**Open platform for eLearning. Introducing a course: various institution** or **individual** who take responsibility for the content presented and the proper conduct online seminars.
[illegible]	Employed/unemployed/students; Education level: medium and high; field of activity: Business, ITC and English Grammmar
[illegible]	Business Courses: *Arbitration and Mediation - Alternative ways of solving trade disputes; Establish of company; Guerrilla marketing – passport to success; Organization and functioning of associations and foundations; Design Marketing Plan;Commercial communications by email.* Information and Communications Technology Courses: *HTML by example; Microsoft Word XP (EN) - Advanced Mode; Programming in C++ (Module 1 - Beginner Level); Programming in C++ (Module 2 - Medium Level);* Foreign Language Courses: *English Grammar*

Table 2

Innovativeness of the Practice (2)

[illegible]	Academia Online - an eLearning Platform for Continuing Education Distance learning system / [illegible]
[illegible]	Objectives: [illegible] Learning support: [illegible] Teacher/Trainer: tutor Planned activities: lessons, exercises, online seminars, online testing Theoretical part/practical part: both components with accent on practical side; Grup / individual: study teams of 2-3 persons Organization of the training: A course may be from 5 to 10 lessons, which are available sequentially as displayed in the account each student's program. Each lesson has associated a workshop space where students can ask the help of tutors and colleagues. Evaluation: self asses based on online testing and supplemented face-to-face meeting, with a written examination only for the courses financed and approved by Ministry of Labour. Certification: a) [illegible] b) [illegible] c) [illegible]
[illegible]	Time: a training cycle duration> 2-5 weeks including 1 or maximum 2 courses simultaneously, according with the number of lessons and the particular rhythm - normal - one lesson a week, or faster - 2 lessons per week. After finishing a training cycle it could be continued into a new one.
[illegible]	Distance learning covering the national geographical area, increasing the access to continuing education, diminishing the costs.
[illegible]	open platform for eLearning [illegible]

The previous research has revealed that the new technologies of Internet and World Wide Web will significantly contribute to the development and democratization of the Romanian society in the near future. Alternatively, the reality indicates a massive demand for open education technology and distance courses added to the growing need for continuing education.

The issue arising refers to the increase in efficiency of the existing programmes and the creation of new ones, based on distance learning pedagogic theory.

At the same time, it was to meet the proprietary objective launched by the Ministry of Education and Research regarding quality assurance at all levels. The e-learning system of "Academia Online" stands as a model of integration of new information technologies and communication into educational systems, based on didactic, psychoanalytical principals and consequent with the European standards.

"Academia Online" represents the milestone for future virtual education systems. The development process corresponds to the standard paradigm of software development (ADDIE model), intuitively combined with the didactic approach of a new learning method.

The objectives of "Academia Online" are: (1) Offering students, companies, educators and non-profit organizations the resources for continuing education, training and self-bettering (http://www.academiaonline.ro); (2) Creating a new efficient platform, based on interoperability standards, accessible to corporations, training and education institutions or individual authors and enabling them to publish online materials; and (3) Setting design standards, infrastructure, security, didactic planning, support and interaction on virtual media, methods of distance learning, resource distribution and online examinations.

Practice 2: European-Integrated Rural Entrepreneurship Course—"Entrepreneurial Creativity and Innovation" Module (see Tables 3 and 4)

The course is for participants in the postgraduate "European Integrated Rural Entrepreneurship". The course provides an opportunity of creative development for the personality of entrepreneurs and some practical skills, starting from the experiment and enterprise applications, to open up new working methods and styles at the beginning of the third millennium. The course aims to initiate and familiarize new or future entrepreneurs and project managers with innovative tools and systems used for monitoring, research, measurement and control of specific parameters of the integrated activity in the community, which is useful in planning, coordinating, monitoring and evaluating activities aimed at community performance in a European context.

As participants start from different levels of knowledge and understanding of theoretical and practical problems—determined by the type and the attendance at university, professional experience, concerns and possibilities for improvements useful to prepare a high level in terms of new holistic managerial concepts of successfully involvement in community projects to meet current needs.

While the discipline provides an efficient practical training, which focus on developing and strengthening the skills required to work. Starting from the knowledge acquired through university or various other courses, the proposed theme brings new information and produces reinterpretation of those that have already existed, their use in field and new specific situations and contexts of the field.

Progress achieved by using creative methods and information networks also creates new tools and adapt to specific situations in each entrepreneurial unit models. Awareness of new opportunities in a globalized world and advanced integration into the overall community effort permit the application of effective modern solutions,

which lead to problems-solving in parallel with the company.

In the course are presented the latest findings in the field, the results at global level and the performing applications.

Table 3

European-Integrated Rural Entrepreneurship Course—"Entrepreneurial Creativity and Innovation" Module (1)

[illegible]	2. European Integrated rural entrepreneurship" course" - Entrepreneurial creativity and Innovation" module Blended Learning/Cooperation Networks Implemented and managed by: UNIVERSITY "PETRU MAIOR" TARGU-MURES, TRAINING CENTER
[illegible]	The course provides: an opportunity of creative development for the personality of entrepreneurs and some practical skills, new working methods: starting from the experiment and enterprise applications, new holistic managerial concepts of successfully involvement in community projects to meet current needs. using creative methods and information networks: during the development of innovative projects, drawing on the local synergies developing mechanism for organizing and management of the enterprise based on the concept of open project [illegible] flexibility – new tools creation and adapt it to specific situations in each entrepreneurial unit models.
[illegible]	UNIVERSITY "PETRU MAIOR" TARGU-MURES, TRAINING CENTER
[illegible]	Entrepreneurs and project managers
[illegible]	The course aims to initiate and familiarize new or future entrepreneurs and project managers with innovative tools and systems used for monitoring, research, measurement and control of specific parameters of the integrated activity in the community – useful in planning, coordinating, monitoring and evaluating activities aimed Community performance in a European context

Table 4

European-Integrated Rural Entrepreneurship Course—"Entrepreneurial Creativity and Innovation" Module (2)

[illegible]	2. European Integrated rural entrepreneurship" course" - Entrepreneurial creativity and Innovation" module Blended Learning; Cooperation Networks mia Online - an e Learning Platform for Continuing Education
[illegible]	Objectives: to attract funds to increase rural employment, increasing competitiveness and enhancement of local potential which runs through the application and continuous refinement of innovative methodology motivation/self-motivation, education/self-education, training/self training multi-level algorithm of novelty gradually integration skills for innovation development, innovation organization) Learning support: course support, practical guide, tests, interview support, portfolio assessment, individual work stations with Internet access Teacher/Trainer: trainer (PhD. Assistant Avram TRIPON) Planned activities: Theoretical part/practical part: learning by doing/ provides an efficient practical training, focusing on developing and strengthening the skills required to work. Grup / individual: The course is for participants in the postgraduate "EUROPEAN INTEGRATED RURAL ENTREPRENEURSHIP" module. Organization of the training: 2 h applicative courses + 2 h practical work with: Demonstration, Individual activity, individual and collective directed, Exposition, Debate, Examples, Case study, public presentation, using active-participatory methods, applications. Ex [illegible] Certification: Post-University Initiating Course
[illegible]	Duration (in hours of training) a total of 40 hours, of which: - applicative synthesis lectures - 20 hours (50%) - practical training - 20 hours (50%)
[illegible]	Sustaining regional and especially rural areas development
[illegible]	Free (for an approved number of participants) or with participation fee.

It insists on harmonious development of the entrepreneurial management act and of the understanding of systemic, global interactions, and influences decision-making and enforcement act in innovative projects—using "learning by during" which includes creative methods within the "European Integrated Rural Entrepreneurship" Project—to attract funds to increase rural employment, increase competitiveness and enhancement of local potential which runs through the application and continuous refinement of innovative methodology motivation/self-motivation, education/self-education, training/self-training multi-level algorithm of novelty gradually integration—using creative methods during the development of innovative projects, drawing on the local synergies and a mechanism for organizing and conducting the activity work based on the concept of open project, which implies the existence of documents related to financing (a viable working hypothesis, a coherent scientific and technical documentation, financial documentation, and a working group—using a collaborative platform for tele-working in the open project initiated by Creative Group MER).

Practice 3: SEI (IT-Based Educational System) (see Tables 5 and 6)

The SEI is a complex program initiated by the Ministry of Education and Research in 2001, aiming to offer ITC support for the Romanian education system.

The program supports the objectives of the educational reform, in conformity with the Europe 2005 action plan initiated by the European Union and with the European e-learning initiative.

Table 5

SEI (1)

	3. IT Based Educational System (SEI) http://portal.edu.ro/index.php/base/en On the job planned training
	Objectives: main strategic objectives of the program are: Digital alphabetization of the Romanian society The use of technology (mainly computers and the Internet) as a support system for the educational system The introduction of modern technologies (the use of computers) directly into the teaching process, for didactic purposes Learning support: eDictionaries (16): Multimedia Encyclopedias (3) and Glosseries of terms, Interactive multimedia lessons (330): in-school-related phenomena simulations 800; eTests (30.000); PC user guides interactive tutorials (7) Teacher/Trainer: coordinated by the teacher in the classroom Planned activities: 4 Stages Theoretical part/practical part: mixed Grup / individual: the class/the school/ Organization of the training: SEI's main components are: Hardware and communication equipment Integrated solution for computer assisted learning Educational electronic content Teachers' training Internet connectivity Technical Support for SEI Labs Certification: Certified teacher trained in AeL, Certified user of AeL
	Duration Program developed in 2001-2008 (program training unit – minimum 5 days)
	National level
	By Ministry of Education and Research Free access. SEI White Book (Executive Summary) http://portal.edu.ro/index.php/articles/578/en

Table 6

SEI (2)

Practice	3. **IT Based Educational System (SEI)** http://portal.edu.ro/index.php/base/en On the job planned training
Organization of the training	**Objectives**: main strategic objectives of the program are: **Digital alphabetization of the Romanian society** **The use of technology (mainly computers and the Internet) as a support system for the educational system** **The introduction of modern technologies (the use of computers) directly into the teaching process, for didactic purposes** **Learning support**: **eDictionaries (16)**: explanatory, orthographic, synonyms, antonyms, Romanian-English-French etc.; **Multimedia Encyclopedias (3)** and **Glossaries of terms**, stories, art, poetry and theater; Encyclopedia Britannica – the concise edition etc. **Interactive multimedia lessons** (530) : are available for 10 subjects – rigorously elaborated, considering psycho-pedagogical aspects and curricula coverage. in-school-studied phenomena **simulations** 800; **eTests** (30.000); PC user' **guides interactive tutorials** (7) **Teacher/Trainer**: **coordinated by the teacher in the classroom** **Planned activities**: 4 Stages **Theoretical part/practical part**: mixed **Grup /individual**: **the class/the school /** **Organization of the training**: SEI's main components are: Hardware and communication equipment Integrated solution for **computer assisted learning** Educational electronic content Teachers' training Internet connectivity Technical Support for SEI Labs **Certification**: Certified teachers trained in AeL, Certified users of AeL
Duration of the training	**Duration** Program developed in 2001-2008 (program training unit – minimum 5 days)
Geographic scope	National level
Financing	By Ministry of Education and Research Free access. SEI White Book (Executive Summary) http://portal.edu.ro/index.php/articles/578/en

Final Remarks

Our specific contribution is represented by the three best practice identified for Romania, under the comparative frame developed by the partnership. As it represents only an intermediary stage, the series of conclusions elaborated about these practices will be a helpful instrument for the next stage: the fifth one focused on the "Gaps and Barriers to the Implementation of Innovative Learning Methodologies".

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