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# Deliverable D2.2.1

## Initial Webinar Design

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## Executive Summary

This deliverable gives a short overview of the webinars that have been or are planned to be run in addition to the self-learning training materials produced in EUCLID. The aim of the webinars is twofold: on the one side, we plan to run regular webinars accompanying each of the chapters of our curriculum in order to acquire direct feedback and try out the usefulness of our materials in a live training situation; on the other side, they give us a chance to produce complementary, now video-based learning materials, which include slides as well as additional explanations of our trainers, and to disseminate the results of the project.

The deliverable is based on our experiences in running two webinars in relation to the first module of our curriculum and on the individual eLearning expertise of the consortium.

We will first introduce briefly the updated course production process, which includes the schedule of the webinars closely synchronized with the creation of slides and textbook content, and the distribution of responsibilities across the relevant roles. Then we will present the technical infrastructure used to run the webinars, and sketch the measures set in place to advertise and assess the impact of the webinars. Finally we provide links to the first webinar held in August-October 2012.

At M12 and M24 we will provide reports of our more comprehensive experiences and lessons learned from organizing and running the subsequent webinars, as well as additional f2f training activities including tutorials and courses at universities and other institutions based on the EUCLID curriculum.

## Document Information

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<b>Abstract (for dissemination)</b>	<p>This deliverable gives a short overview of the webinars to be run in addition to the self-learning training materials produced in EUCLID. The aim of the webinars is twofold: on the one side, we plan to run regular webinars accompanying each of the chapters of our curriculum in order to acquire direct feedback and try out the usefulness of our materials in a live training situation; on the other side, they give us a chance to produce complementary, now video-based learning materials, which include slides as well as additional explanations of our trainers, and to disseminate the results of the project.</p> <p>The deliverable is based on our experiences in running two webinars in relation to the first module of our curriculum and on the individual eLearning expertise of the consortium.</p> <p>We will first introduce briefly the updated course production process, which includes the schedule of the webinars closely synchronized with the creation of slides and textbook content, and the distribution of responsibilities across the relevant roles. Then we will present the technical infrastructure used to run the webinars, and sketch the measures set in place to advertise and assess the impact of the webinars. Finally we provide links to the first webinar held in August-October 2012.</p> <p>At M12 and M24 we will provide reports of our more comprehensive experiences and lessons learned from organizing and running the subsequent webinars, as well as additional f2f training activities including tutorials and courses at universities and other institutions based on the EUCLID curriculum.</p>
<b>Keywords</b>	Webinar, training, education, Linked Data

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10.10.2012	0.1	Elena Simperl	TOC, executive summary, administrative covers
16.10.2012	0.2	Maria Maleshkova	Added overview of course production process
17.10.2012	1.0	Elena Simperl	First version in place for the quality assurance
01.11.2012	2.0	Elena Simperl	Final version including implemented comments. S

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## The EUCLID Course Production Process

The course production process followed by EUCLID is strongly centred around refining and revising content based on feedback gathered within and outside the project. The process undergoes a series of correction and proofreading steps in order to ensure that the resulting learning materials meet highest quality standards and the demands and skills of Linked Data practitioners. Figure 1 visualized the workflow followed for each module (corresponding to an iBook chapter) of our curriculum. As it can be seen, some of the tasks are preformed in parallel by the individual parties, while others aggregate materials in order to produce a comprehensive multimedia teaching resource such as a webinar, for example.

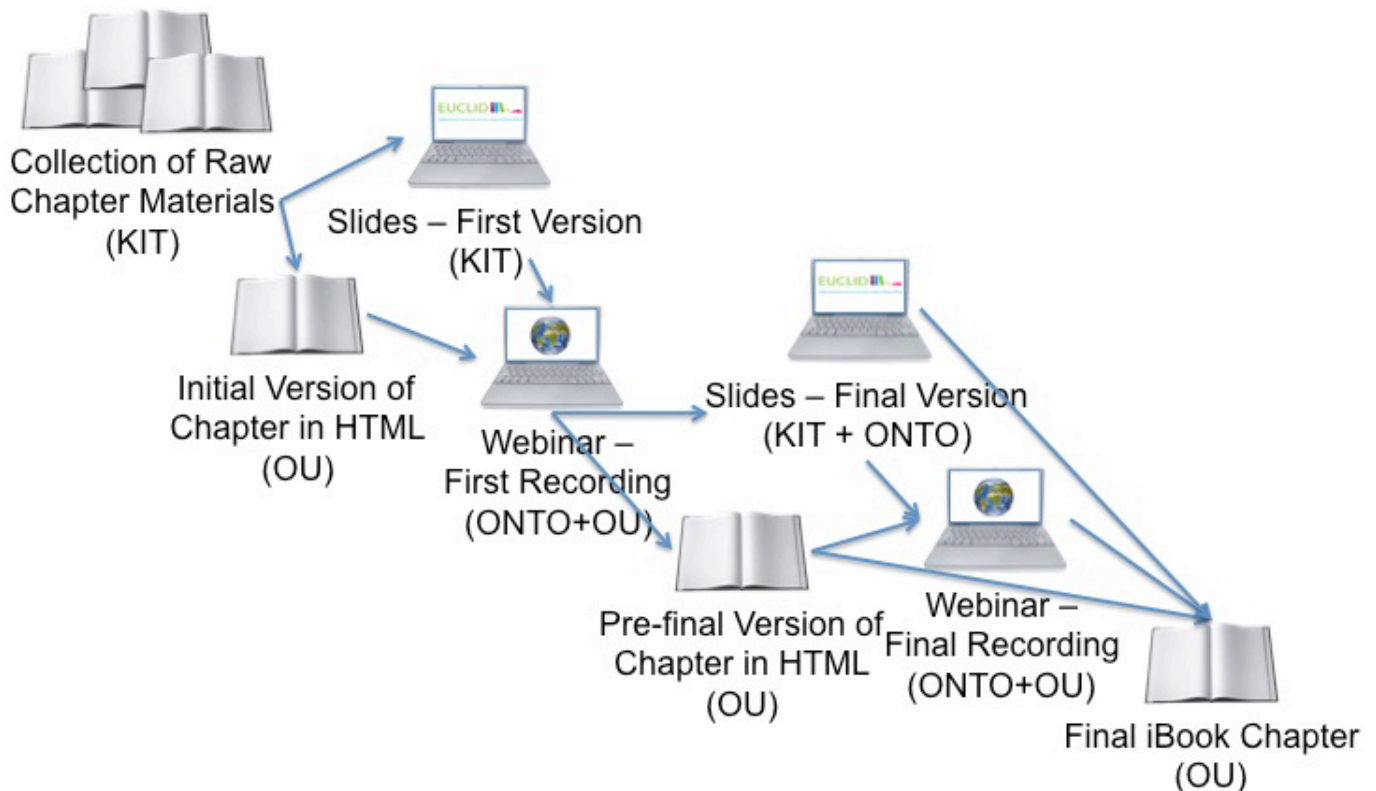


Figure 1: Course Production Process

The course production process is initiated by collecting a set of input materials that are to serve as the foundation for the content of the particular module. Each module is based on a set of predefined competencies and training examples. The competencies determine the skills and pieces of knowledge that the course participants are expected to acquire by successfully completing the training through self-learning, webinars and additional f2f tutorials. The training examples guide the development of practical skills, so that the learnt approaches and concepts can directly be put into practice.

The raw materials are used to produce a set of slides for the webinar and an initial version of the textual content of the corresponding book chapter, which is given in HTML. The generation of these two resources happens in parallel and they serve as the input for giving the first (internal) webinar. The first webinar represents a trial presentation of the content and is, therefore, not widely announced and is viewed only by a few domain experts that are to provide feedback. A new version of the slides as well as a refined version of the HTML-based chapter are released following the experiences gained during this first trial-out. Additional feedback is gathered through an internal quality assurance procedure, which operates on the second iteration of the content. Finally, this content and

the associated feedback are accumulated in order to produce an eBook, which is made publicly available. The complete curriculum plan, as well as all the learning resources, is published on EUCLID's website.<sup>1</sup>

With respect to the design of our webinars, the process model discussed so far, foresees seven webinars, corresponding to each of the book chapters, where as each of the chapters is associated to a pair of webinars and specific materials. In the following sections we will provide additional details on this construct and a schedule of the upcoming webinars for the near future.

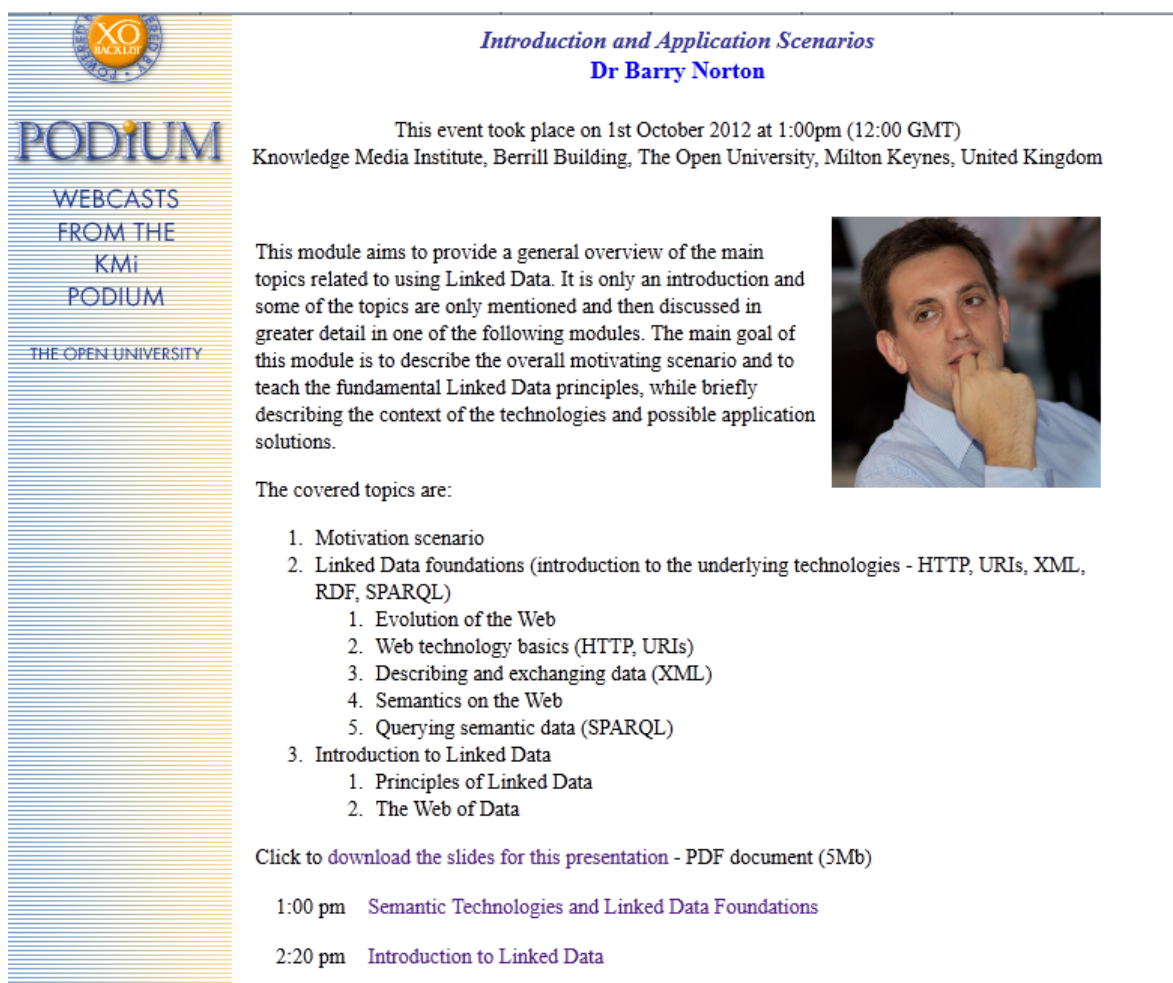
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<sup>1</sup> <http://www.euclid-project.eu/resources/learning-materials>

## Webinar Design

Each module of the EUCLID curriculum is associated with a pair of webinars, which includes slides and video content. The first webinar serves internal evaluation purposes and is intended to be attended by project members only. In this setting we have a live means to check the quality of the slide deck, and how it fits the purpose of the webinar in terms of self-learning, timing, quality of explanations, and exercises and so on. The second webinar is public and advertised on mailing lists, via the project Twitter account and on dissemination channels individual to each partner. More details about this last aspect are already provided in D2.1.3 Online community engagement plan and in D2.3.1 Real-world community engagement plan, which were delivered at M03.

The advertisement includes an abstract of the module to be presented, and a list of topics. The screenshot below shows the Web site of the first public webinar in EUCLID. The Web site facilitates access to the slides associated to the module (available as PDF), and video material with embedded slides.



**Introduction and Application Scenarios**  
**Dr Barry Norton**

This event took place on 1st October 2012 at 1:00pm (12:00 GMT)  
Knowledge Media Institute, Berrill Building, The Open University, Milton Keynes, United Kingdom

This module aims to provide a general overview of the main topics related to using Linked Data. It is only an introduction and some of the topics are only mentioned and then discussed in greater detail in one of the following modules. The main goal of this module is to describe the overall motivating scenario and to teach the fundamental Linked Data principles, while briefly describing the context of the technologies and possible application solutions.

The covered topics are:

1. Motivation scenario
2. Linked Data foundations (introduction to the underlying technologies - HTTP, URIs, XML, RDF, SPARQL)
  1. Evolution of the Web
  2. Web technology basics (HTTP, URIs)
  3. Describing and exchanging data (XML)
  4. Semantics on the Web
  5. Querying semantic data (SPARQL)
3. Introduction to Linked Data
  1. Principles of Linked Data
  2. The Web of Data

Click to [download the slides for this presentation](#) - PDF document (5Mb)

1:00 pm [Semantic Technologies and Linked Data Foundations](#)

2:20 pm [Introduction to Linked Data](#)

Figure 1: The Web site of the first public EUCLID webinar<sup>2</sup>

KMi Stadium is an eLearning project run by the Open University, which has been employed in many projects at the OU and within external organizations. It is based on the Stadium Backlot System, which provides a Web-based backend to manage the logistics of distance learning events supported by KMi

<sup>2</sup> <http://stadium.open.ac.uk/stadia/preview.php?whichevent=2056>



Stadium, in particular Web casts and replays (Figure 2). The system facilitates a flexible generation and management of the materials and Web pages, which are dynamically generated through templates and are based on the time, the location of the participants and who they are.



The screenshot shows the BERRILL website header with the text "WEBCASTS FROM THE BERRILL LECTURE THEATRE" and a logo for the 50th Anniversary of the University of the West of Scotland. Below the header is a "Schedule of Forthcoming Events" section with one event listed: "Tuesday 25th February 2003 TTA 2003 Tracking Technology for Academic Advantage Day" marked as "intranet only". Below that is a "Replays of Past Events" section with four entries, each with a date, title, speaker, and description, also marked as "intranet only".

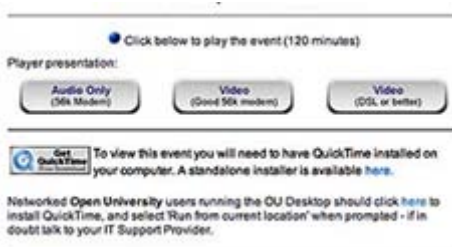
Schedule of Forthcoming Events	
	Tuesday 25th February 2003 TTA 2003 Tracking Technology for Academic Advantage Day <i>intranet only</i>

Replays of Past Events	
	Thursday 13th February 2003 'The Disappearance of the Working Class Hero' The Pavis Lecture 2003 Professor Cera Kaplan
	Thursday 19th December 2002 Beagle 2 Mars Professor Colin Pillinger and key Beagle 2 team members
	Thursday 5th December 2002 Vice-Chancellor's Open Forum with Fraser Woodburn and Linda Jones Professor Brenda Gourley Vice-Chancellor <i>intranet only</i>
	Monday 30th September 2002 Enquirers, Market Share, Gone Elsewhere Jonathan Fletcher and Jayne Griffith, DVL Smith Ltd with Angela Ballard and Penny Reed, Market Research, M&SDG <i>intranet only</i>

Figure 2: Scheduling of webinars<sup>3</sup>

Each event is presented in terms of title, date, speaker, and description (Figure 1). In addition, the page also contains means to choose a specific presentation modus and to adjust to different types of Internet connections (Figure 3).



The screenshot shows a "Player presentation:" section with three buttons: "Audio Only (56k Modem)", "Video (Good 56k modem)", and "Video (DSL or better)". Below this is a "Get QuickTime" section with a text box stating: "To view this event you will need to have QuickTime installed on your computer. A standalone installer is available here." At the bottom, there is a note for networked Open University users: "Networked Open University users running the OU Desktop should click here to install QuickTime, and select 'Run from current location' when prompted - if in doubt talk to your IT Support Provider."

Figure 3: Presentation modus by type of Internet connection

<sup>3</sup> <http://cnm.open.ac.uk/projects/backlot/>

## Future Plans and Schedule

This concluding section presents the schedule of the upcoming webinars in EUCLID, following up the process model introduced earlier. In addition, we plan to use course materials produced in the project in lectures and seminars at KIT starting 2013 summer term and in tutorials, summer schools and other training measures organized by partners or in collaboration with other research projects. These are part of the community engagement plans elaborated in D2.1.3 Online community engagement plan and in D2.3.1 Real-world community engagement plan, which were delivered at M03.

Webinar	Schedule
Chapter 2: Querying Linked Data	November 2012: internal webinar
	December 2012: public webinar
Chapter 3:	March 2013: internal webinar
	April 2013: public webinar
Chapter 4:	July 2013: internal webinar
	September 2013: public webinar
Chapter 5:	October 2013: internal webinar
	November 2013: public webinar
Chapter 6:	January 2014: internal webinar
	February 2014: public webinar
Chapter 7:	March 2014: internal webinar
	April 2014: public webinar

## References

<http://www.euclid-project.eu/>

<http://stadium.open.ac.uk/stadia/preview.php?whichevent=2056>

<http://cnm.open.ac.uk/projects/backlot/>