PDM IN ACTION ON THE OCCASION OF LIMSEE3 TRIALS FOR THE EPREP COP
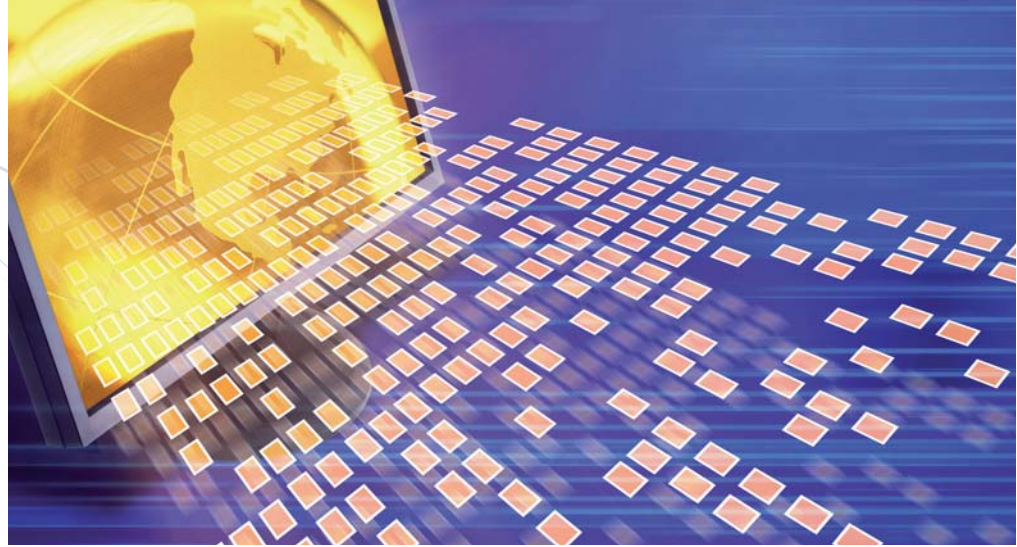
ePrep is a non-profit French association founded in 2001. ePrep offers an open platform for meetings and for exchanges, aiming at launching and accompanying innovative projects in the ICT for education domain. The birth and the development of the ePrep Community of Practice (ePrep CoP) out of the existing ePrep community of interest born in 2001, has been inspired and supported by PALETTE.

The ePrep CoP, officially launched in October 2006, is composed of teachers in the first higher education cycle in France and French-speaking countries, including representatives from universities, research institutes, training organisations, etc. There are over 40 members to date. PALETTE has supported the first steps of this emerging CoP, analysed the needs of its members and proposed advanced PALETTE tools and scenarios for members to use in order to work together more efficiently in the development of the various ePrep objectives.

In response to the specific International Cooperation CoP objective, a scenario of use of LimSee3, a PALETTE multimedia authoring tool relying on the SMIL standard, has been jointly prepared by PALETTE researchers and ePrep CoP members, in accordance with the Participative Design Methodology (PDM).

This specific scenario was integrated in a general scenario for the ePrep CoP using several PALETTE tools (LimSee3, Amaya, SweetWiki, e-Logbook) and contributing to two PALETTE generic scenarios (Reification and Identity building).

Initiated through a PALETTE forum dedicated to the ePrep CoP, this scenario was validated on the occasion of a face-to-face Participative Design session involving 11 PALETTE researchers and 11 ePrep CoP members (Paris, France, June 2007 – see **Figure 1**).

Figure 1 - Initial Participative Design session, Paris (France), June 2, 2007

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The specific LimSee3 scenario, after an intense and fruitful Participative Design process, led to the production of a real multimedia course. This course, performed in a French "Classe préparatoire aux grandes écoles", was recorded in Paris, France, in October 2007 (see *Figure 2*), then produced with LimSee3, with a synchronised combination of pictures, audio records, texts, pedagogical documents and tags.

Figure 2 - Production of a real course, Paris (France), October 17, 2007

A parallel session of the 2008 ePrep Thematic Seminar (Lyon, France, November 2007 — see *Figure 3*) allowed PALETTE researchers and CoP members to study the interoperability of LimSee3 with the ePrep Francophone Platform, and led to the uploading of the LimSee3 course on this Platform, in free access for all.

Figure 3 - Follow-up of the Participative Design Methodology, 2007 ePrep Thematic Seminar, Lyon (France), November 7, 2007

A training session to show ePrep CoP members how to produce a multimedia course by themselves was organised and filmed by PALETTE researchers in Paris, France, in January 2008 (see *Figure 4*). After the meeting, this session has been proposed on the ePrep Website as an online training module, and has also been proposed on the PALETTE Learning Platform as a training film.

Figure 4 - Training session on the production of a real course, Paris (France), January 24, 2008

The ePrep CoP members who attended this training session discovered that, beyond the interest for their International Cooperation study, the use of LimSee3 for building a course led to pedagogical innovation. So, they decided to explore this new theme. The first steps of the exploratory CoP study of Pedagogical Innovation, based on the use of LimSee3, were presented on the occasion of the 2008 ePrep International Workshop (Gif-sur-Yvette, France, May 2008 — see *Figure 5*). The development of this new exploratory CoP study, after another intense and fruitful Participative Design process, led to the implementation of LimSee3 functionalities for the annotation of oral exams. A real oral exam organised in a French "Classe préparatoire aux grandes écoles" in Paris, France, in October 2008, was the occasion to trial this new PALETTE service.

Figure 5 - Presentation of the ePrep Platform including a LimSee3 course, 2008 ePrep Workshop, Gif-sur-Yvette (France), May 16, 2008

After a last design-in-use session just before the exam (see *Figure 6*), the examiner, an ePrep CoP teacher, was able to annotate the exam presented by his student. The whole process (objectives, pedagogical and technological aspects, preliminary PDM, annotation of the exam, post-production) was filmed (see *Figure 7*). The film, uploaded on the ePrep Website, can help ePrep CoP members to annotate sequences with LimSee3 by themselves.

Figure 6 - Design-in-use session for the annotation of a real oral exam, Paris (France), October 15, 2008

Figure 7 - "Annotation of a real oral exam", a sequence of the training film realised for ePrep CoP members, Paris (France), October 15, 2008

Finally, beyond the CoP studies of International Cooperation and Pedagogical Innovation, the PDM in action on the occasion of LimSee3 trials for the ePrep CoP has developed sharable and reusable document production inside the CoP. These results (all online in free access on the ePrep Website - eprep.org -) were presented on the occasion of the 2008 ePrep Thematic Seminar (Beijing, China, October 2008 — see *Figure 8*).

Figure 8 - Presentation of the LimSee3 modules, 2008 ePrep Thematic Seminar, Beijing (China), October 28, 2008