Supplier Info Pack

Information for Suppliers and Request for Information

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1. INTRODUCTION

Would you like to develop your innovative elearning solutions together with the end users?

Taking part in the IMAILE project enables you to develop your e learning innovations in dialogue with the end users using the PCP instrument (pre commercial procurement).

IMAILE consortium consisting of 4 procurers at the EU level has identified a common challenge of **increased demand of personalized learning in STEM** (Science, Technology, Engineering and Math) for primary and secondary school. This challenge will be the basis of a pre-commercial procurement worth 3.8 million Euros open for European suppliers during 2015.

A pre commercial procurement gives the following benefits to you as supplier (researcher, SME or industry)

- Better developed products in cooperation with the end users
- Economies of scale
- Increased market size
- Shorter Time to market
- Global competitiveness with a product that is in high demand also US and Asian markets

This document provides you as supplier with information about the IMAILE challenge, needs and expected effects of innovative technology, our identified PLE (Personal Learning Environment) definition, PCP process, survey for you as suppliers and our RFI (Request for information) as well as timetable and next steps.

2. CHALLENGE – NEEDS – EXPECTED SOLUTIONS

1. IMAILE challenge and impacts

In 2013 IMAILE consortium identified the challenge of an increased demand of personalized learning in our European classrooms. This challenge results in the following impacts (societal and pedagogical)

- Increased risk students do not reach the STEM goals
- Increased costs (resources) of teachers
- Increased % of Early Drop outs

2. IMAILE needs analysis

During April - November 2014 IMAILE procurers have performed a needs analysis in depth covering the procuring countries Sweden, Finland, Germany and Spain and reaching out at the EU level. The needs analysis is based upon the following methods:

I. Surveys and workshops with teachers in STEM (Primary/ Secondary) EU level
II. Survey and workshops with IMAILE procurers
III. Surveys to procurers outside IMAILE consortium
IV. Workshops with students (Primary/ Secondary)

The result is based on participation of 550 European teachers, 520 European students and procuring organisations representing 1/3 of EU member states.

3. IMAILE PLE Innovative solutions effects

Out from the needs analysis the IMAILE consortium has identified that the innovative PLE technology/solutions shall bring the following effects (short term and mid-/long-term) to meet our demands:

Short-term impact

Teaching/Learning

- **Increase students' motivation** to learn STEM subjects
- Applicable to **all learning styles** according to the Learning and Teaching Styles (Felder & Silverman, 1988, revised in 2002): active/reflective, sensing/intuitive, visual/verbal and sequential/global.
- Provide with **creative, collaborative and motivating solutions for STEM education** based on actively engaging students.
- Create **more 1 to 1 meetings between teacher and student** in the classroom.
- Reduce **teachers planning hours**.

Assessment

- **Provide students with a personalised formative feedback and scaffolding**, based on their learning paths, needs and styles.

Technical issues

- Applicable to **all devices** (responsive design for computers, mobile phones, tablets…), our PLE solution should be a tool that can be easily used from the students' personal devices as well.

Mid-term and long-term impact

Teaching/Learning

- **Support all the students to reach their goals in a personalised way**.
- Lead to a real shift from **teacher centred learning** to **student centred learning** in STEM at schools.
- Develop a more **integrative approach to STEM education.**
- Support **connectedness with the wider community**, including families, other schools…
- **Support teachers and students** in primary/secondary education within STEM topics.

Assessment

- Create a **long-term identity collected in a European Digital Portfolio** that supports lifelong learning (and recognition) for the students.
- Reduce the number of **early dropouts**.

The main focus of the IMAILE project with the provision of a personalised learning environment is on the infrastructure (the PLE solution) but it will also have effects on content & curricula (especially on the availability of resources and meaningful activities), assessment (promoting formative assessment and recognition of informal & non-formal learning), learning and teaching practices (considering multiple learning styles, individual strengths, personalised learning and collaboration) and connectedness (with the wider community).

3. PLE / STEM – STATE OF THE ART

During August – November 2014 IMAILE has analysed the market on a global level in order to verify solutions available to our identified needs and expected effects.

Shortcomings exhibited by "off-the-shelf" solutions

The market analysis has shown that current solutions are not combining all the identified requirements. While systems targeting at educational institutions commonly have well established functionalities to support teacher-led education, self-paces and self-directed learning is not supported to the same extent. Solutions focusing on corporations and enterprises instead focus on self-paced and self-directed learning but learner support and assessment functionalities are commonly lacking. However, the analysis of learning solutions has shown the trend towards integrating different learning styles and approaches.

Evaluation criteria

To enable the evaluation of existing learning technologies for their suitability as PLE, an evaluation criteria based on the results of the user needs analysis has been created. Through the analyses, eight distinct criteria categories were identified.

These are:

1. communication criteria
2. content management criteria
3. interface criteria
4. flexible learning criteria
5. flexible assessment criteria
6. management criteria
7. learning analytics criteria
8. technical criteria

Our market analysis and a detailed list of suppliers on global level conclude that there is no technology available on the market today that matches our identified needs.

4. IMAILE PLE DEFINITION

Common PLE definition in IMAILE:

The IMAILE Personal Learning Environment for STEM is an adaptive, accessible, and easy to use solution providing smart services for the realisation of personalised learning including individualised learning paths, support of different learning strategies, and intelligent tutoring for primary and lower secondary schools. The IMAILE PLE for STEM shall offer a single access point to repositories of freely available learning content, learning apps, services and tools for STEM education through the application of open standards. Through the provision of own communication and collaboration functionalities and the integration with widely used social media pages, the IMAILE PLE enables students to learn, share and interact with their friends, teachers, and other stakeholders such as their parents. The IMAILE PLE supports bring your own device (BYOD) through the provision of a device and operating system independent solution, and lifelong learning through the integration of an ePortfolio solution. Overall, the IMAILE PLE for STEM provides a highly motivational environment for formal and informal STEM education.

5. REQUEST FOR INFORMATION – RFI

With the following request for information via questionnaire and face to face meetings with suppliers attending workshops the IMAILE buyers group would like to get insights in several aspects divided into 2 stages:

RFI I to verify our State of the Art

   I.   What is currently on the market?
  II.   What are current developments?

III. Whether the challenge and the scope are feasible, given the time frame and budget and if not, what could be changed to make it feasible?
IV. What companies need to respond adequately to the challenge?
V. Whether companies can work with the given PLE definition?
VI. Which companies might apply to the challenge?

Partly on the basis of the results of the market consultation the consortium determines the scope of the call and the award criteria that will be used in the PCP.

6. PROCUREMENT SIZE

In order to inform the suppliers of the average procuring size of the IMAILE consortium the following table shows actual numbers of schools, teachers and students.

Summary of template on procurers group level

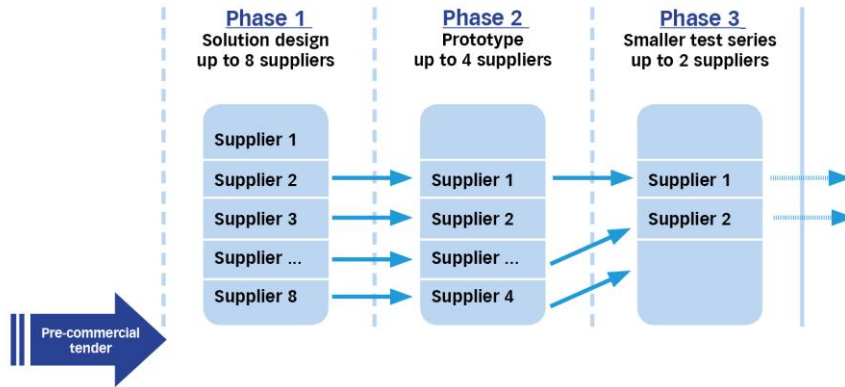|	Total buyers group	With range (additional regional coverage)
Number of primary schools / basic education schools	520	2557
Number of primary schools / basic education schools students	79 877	751 956
Number of primary schools / basic education schools teachers	7745	48350
Number of lower secondary education schools (up to the 9th grade)	624	1520
Number of lower secondary education students (up to the 9th grade)	113 886	561 341
Number of STEM teachers in the lower secondary education	12 922	15 420

7. IMAILE PRE-COMMERCIAL PROCUREMENT

The IMAILE PCP call for tenders will run through a **3 phased life-cycle** with a total value of **3 800 000** Euros. Below is a brief indication on the PCP phases duration, number of project/ proposals to be supported as well as the estimated budget available for each phase and project.
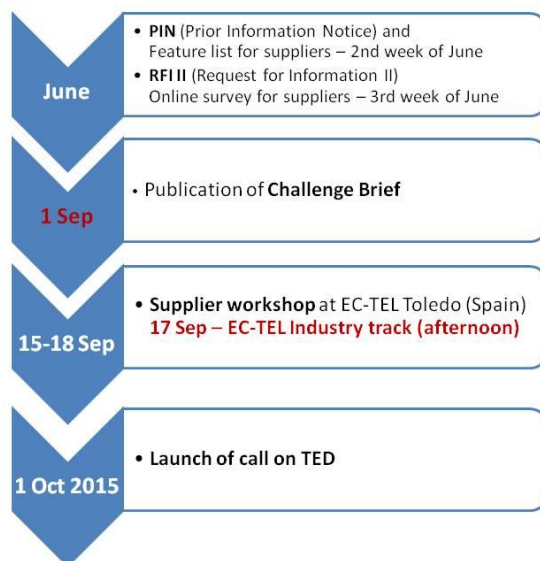
Phase 1 covers the **feasibility study** with duration of **3 months** and up to **8 contracts** to be awarded (estimated phase budget is **380 000** Euros, estimated maximum budget per project is up to **59 375** Euros)

Phase 2 covers **R&D up to prototype**, duration **6 months** with up to **4 contracts** to be awarded (estimated phase budget is **1 520 000** Euros, estimated maximum budget per project is **380 000** Euros)

Phase 3 covers **prototype, small scale production and testing**, duration of **7 months** with up to **2 contract**s to be awarded (estimated phase budget is **1 900 000** Euros, estimated maximum budget per project is **950 000** Euro) Testing for phase 3 will be undertaken in all 4 participating countries.

8. TIMETABLE FOR MARKET SOUNDING AND CALL UPDATES

June
- **PIN** (Prior Information Notice) and Feature list for suppliers – 2nd week of June
- **RFI II** (Request for Information II) Online survey for suppliers – 3rd week of June

1 Sep
- Publication of **Challenge Brief**

15-18 Sep
- **Supplier workshop** at EC-TEL Toledo (Spain) **17 Sep – EC-TEL Industry track (afternoon)**

1 Oct 2015
- **Launch of call on TED**

EC-TEL, 15-18 September 2015 in Toledo (Spain)

IMAILE industrial workshop 17 September at EC TEL Industry Track afternoon session

where interested suppliers are requested to **register on the following link:**
https://docs.google.com/forms/d/1Njr9Il7ZRy3L3oD3J9yJv1eAX22qWvainsudACrQ6B4/viewform?c=0&w=1

What to expect:

- Explanations on the PCP process
- Details about contracts
- Meeting other suppliers to network or build consortia for the call

Please note: all suppliers participating in the workshop need to have a FULL TICKET registration at EC TEL (http://ectel2015.httc.de/index.php?id=716)

9. SURVEY FOR SUPPLIERS

9.1 Request for Information I - RFI I

This is a first request for information addressed to potential suppliers of digital solutions to support the field of education and personalized learning environments as identified by the procurer group in the IMAILE common challenge of **increased demand of personalized learning in STEM** (Science, Technology, Engineering and Math) for primary and secondary school.

According to our recent complete market analysis there is no existing technology available on the market in order to provide innovative solutions to match our identified needs.

Our identified challenge will therefore be the basis of a pre-commercial procurement worth 3.8 million Euro open for European suppliers during 2015.

In order to verify our State of the Art IMAILE initiates a market consultation based upon:

- 2 surveys at different stages and
- face to face meetings with the industry.

For RFI I you are asked to answer two open questions in a small survey and additionally you can meet us in person at:

Introduction to survey

If you want to participate in the first market consultation, you are requested to answer 2 open questions as completely as possible. (max ½ A 4 page per question)

A special survey template was developed that you can find at the end of this document. To develop the content the following functional aspects/evaluation criteria identified in our need analysis should be taken into account in your explanations.

I. communication criteria
II. content management criteria
III. interface criteria
IV. flexible learning criteria
V. flexible assessment criteria
VI. management criteria
VII. learning analytics criteria
VIII. technical criteria

SURVEY TEMPLATE

The survey template can be found at [**www.imaile.eu**](www.imaile.eu) **for download or as direct link to an online survey:**
[**https://www.surveymonkey.com/checkrequest.aspx?aspxerrorpath=/s/9FDTDTP**](https://www.surveymonkey.com/checkrequest.aspx?aspxerrorpath=/s/9FDTDTP)
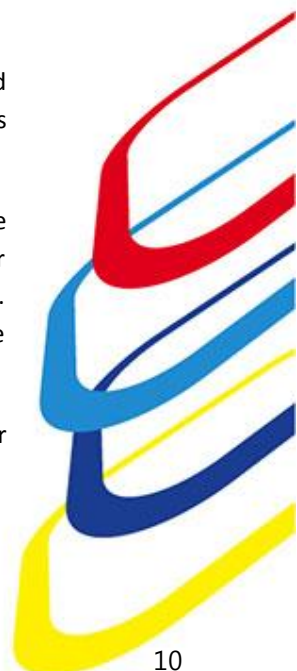
It includes the following topics:

➢ General data of interested party
➢ Contact details
➢ State of the art – Product information
  o What kind of digital solutions for personalised learning environments (PLE) in primary and secondary education for STEM do you supply?
  o Which are according to you the actual and upcoming research frontiers of the PLE market for STEM in primary and secondary education?

9.2 Request for Information II - RFI II

The second RFI of the IMAILE project aims at analysing the market in terms of available solutions and their features and functionalities. For this purpose, a preliminary and non-conclusive **feature list** has been created based on the IMAILE needs analysis.

The IMAILE project would therefore like to ask all **providers of learning technologies**, to provide information if and to which extent the features and functions included in the feature list exist in their current solutions. In the feature list you will find the place to note if the feature is available or not. Additionally, you will find a comment field for each feature. Please use the comment field to provide more information about the integrated feature if seen necessary.

We are also happy to receive any kind of feedback on the feature list in terms of room for misinterpretations or misunderstandings.

Please note:

The IMAILE project will **not buy a final solution**, instead the research and development towards the development of a PLE for STEM education will be funded. Therefore, it is critical for the IMAILE project to identify which features and functions are not available in current solutions to identify which research and development activities represent a potential innovation towards a PLE for STEM education.

 The feature list includes the following categories:

- ➢ General envisioned features
- ➢ Course creation
- ➢ Content authoring
- ➢ Content management
- ➢ Predictive analysis
- ➢ Gamification
- ➢ Notifications
- ➢ Social
- ➢ Communication
- ➢ Mobile
- ➢ Interoperability
- ➢ Scalability
- ➢ Languages
- ➢ User Interface
- ➢ Assessment
- ➢ ePortfolio
- ➢ Stakeholder integration
- ➢ Monitoring/Reporting
- ➢ Metacognition
- ➢ Learning activities
- ➢ Accessibility
- ➢ Support
- ➢ Intelligent tutoring
- ➢ Privacy and data protection
- ➢ Performance

FEATURE LIST

The feature list can be found at www.imaile.eu for download.

10. GETTING INVOLVED

➢ Visit the **"Supplier portal"** on our website for further details and check for updates regularly
➢ Register on our website for the supplier event at EC TEL in Toledo
➢ Answer the Request of Information I and II (online surveys)
➢ Subscribe to the IMAILE newsletter

Follow us!

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Imaile group

Contact

Project manager - Ms. Ellinor Wallin: ellinor@euprojektkonsult.se

Lead procurer - Mr. Patrik Engström: patrik.engstrom@halmstad.se