



Eumetcal Blended Learning Approach for Continuous Professional Development in Meteorology

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Eumetcal is a EUMETNET and EUMETSAT co-funded European training programme in the field of meteorology dedicated to cooperation between member NMSs. Started in 2001, Eumetcal draws together experts from 22 member countries throughout Europe. The Eumetcal III programme phase (1 July 2007 – 30 June 2012) will expand beyond meteorology and include working groups dealing with training in hydrology and oceanography.

The concept of operations of the Eumetcal programme is developed around sharing of e-learning training material between members and thus reducing costs and effort for training through cooperation. NMSs offer their training material to be shared in the Eumetcal digital learning object repository, intraLibrary. The intraLibrary currently hosts over 2600 learning objects ranging from single images to complete case studies. Working groups in altogether nine different themes assess the level of existing and available electronic training material and draft a training syllabus for use by any willing NMS across Europe. Drawing from this initial work done by the working groups, willing NMS deliver blended learning course in close cooperation with Eumetcal programme management.

The first Eumetcal course was dedicated to Aviation Meteorology with the target audience of experienced forecasters of member NMSs and was delivered by Météo-France from 5 February to 30 March 2007. The second Eumetcal course will be delivered from 22 October to 14 December 2007. This NWP course is delivered as a joint effort by the Finnish Meteorological Institute, Deutscher Wetterdienst, ZAMG, ECMWF and the Norwegian Meteorological Institute.

In Eumetal blended learning courses, a combination of web conferencing tool for live and Moodle-environment for asynchronous learning is used during an extended distance learning phase with assignments to the students that will in turn allow the most benefit to be drawn from the classroom session following the distance learning phase.

The chosen approach is considered to improve both cost-efficiency and learning results by

- Allowing the student to study whenever and wherever (family friendly)
- Using new and innovative tools to engage the student
- Promoting active participation through weekly live online sessions
- Reducing travel and accommodation expenses by shortening the necessary classroom session (also environmentally friendly)
- Preparing the student for the classroom session and introducing the subject matter well in advance