



# MENTORS' TRAINING

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# 1. INTRODUCTION. MENTORING

A – 3 learning hours	B – 1 learning hour
<ul style="list-style-type: none"> <li>• <b>ROUTES project</b></li> <li>• <b>Learners and mentors</b></li> <li>• <b>Mentors' roles in supporting learning process</b></li> <li>• <b>Skills needed in mentors role</b></li> <li>• <b>Learning in groups</b></li> <li>• <b>Mentoring in e-learning</b></li> </ul>	

## 1.1. What is ROUTES about?

ROUTES (Access to Training via Mentor Supported Rural Learning Groups/ EE/2000/B/F/PP-135007) was a Leonardo da Vinci programme supported pilot project, carried out from 01.12.2000 to 30.11.2003 in rural areas of Estonia, Scotland, Iceland and Ireland.

The project addressed a need for improved access to training and learning materials in rural communities and developed innovative methodologies for providing learning support systems and connectivity arrangements. Specific and targeted learning materials developed to support and enhance these new training approaches.

The project also addressed issues of employability and especially those associated with equal opportunities for men and women. Access to learning made available to all sectors of rural communities and included development of self confidence building learning modules to encourage and engage those individuals not normally involved in the learning process.

- Participating in Routes is taking a step in lifelong learning. The project aims to enhance the employability and social inclusion of participants.
- Routes is a network and an approach to learning that is based on the work of learning groups and mentors.
- Routes works through the learning materials available and through the network of participants locally and in the European context of the project.
- Routes is a community of learning where participants and mentors encourage and empower each other.

- Routes is open to anyone, who is interested in learning and willing to share and commit to a learning community.

### The learning group

Learners from rural areas could be united to learning groups or learn individually.

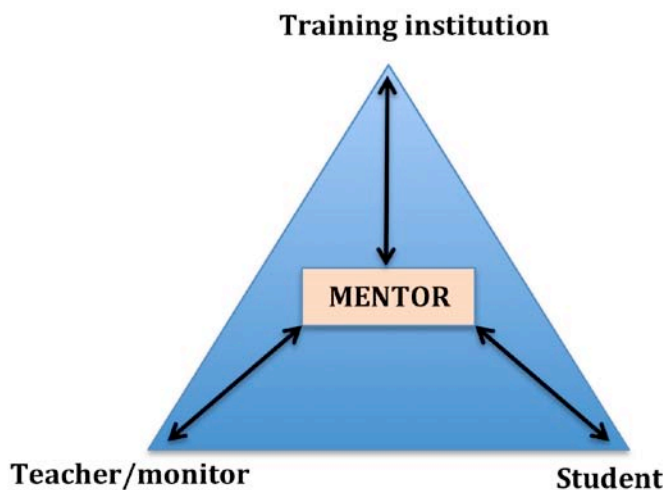
Participation in learning groups is voluntary and without other obligation than common interest and background, motivation for positive change and desire to improve and upgrade one's skills.

Learning groups help participants to move forward in their learning, to grow in awareness, confidence and esteem.

### The mentor

The mentor is professional who is working in rural area and is interested to support learning groups or learner. The mentor has connections with tutors in learning organisations or companies.

In each group someone takes the responsibility to lead and keep the group together. The mentor has the role of host in the meetings, calls the meetings and involves all the learners in the project



**Figure 1-1. Mentor's position**

### The network

The Network of learners, mentors and trainers is important tool for developing of new ideas and learning methods in rural areas.

Routes was an European project sponsored by the Leonardo da Vinci Program of the EU. It involved participants from Estonia, Iceland, Ireland and Scotland. Routes networking has been widening to many European countries during Leonardo da Vinci innovation transferring projects Routes2 – Slovakia, EQUIJOBS – Spain, Italy, Greece, Portugal, Germany, Sweden and Routes4 – Andalusia (Spain), Latvia, Bulgaria.

The learning groups and the mentors form local networks that again are part of a European network.

## 1.2. What is mentor?

The dictionary definition of mentor is trusted counsellor or guide. The concept takes its name from the man to whom Odeysseus entrusted the education of his son Telemachus.

### Understanding the mentoring.

Mentoring is related to tutoring and teaching, in that the mentor imparts knowledge and supports the learner in the learning process. But there are crucial differences in that the mentor is not appointed to the learner, it is not a position that someone can apply for, people become mentors to others who trust their guidance and wisdom. The mentor is available to share his or her knowledge and help the learner find the routes in learning. The mentor may or may not teach her specific things, but the most important role the mentor has is an overview of the landscape of learning, her position in it and the commitment to guide her.

### Who can be mentor and why?

People become mentors through their relations with learners, and the most important element in this relation is trust. The mentor has to have leadership qualities, being able to see various alternatives in a situation, be resourceful both in terms of providing access to knowledge and good at networking. The mentor is supportive yet demanding of the learner, learning is a personal process which ultimately the learner is responsible for.

### What can be expected of the mentor?

The mentor is the person holding the network together, the person who maintains contacts and takes initiatives in seeking the training that the group needs. The mentor has the role of host in the meetings, calls the meetings and conducts them in such a way to involve all the learners in the project. The mentor also accepts the role of trusted counsellor to those learners who seek such guidance from him or her. It is possible that in a learning group more than one person develops as a mentor and then it is important to see this as a natural process in the life of the group, not as competition for influence but as a sign of the diversity of abilities and interests within the group.

## 1.3. What is learning group?

This section is about the core values and skills that are necessary to the success of a learning group. By understanding the values and behaviours that contribute to group development, group members ensure that they are better able to work together. By developing certain group skills, members can ensure that all members benefit from working in a group and that the learning becomes more effective.

In attempting to understand about the learning group, it is useful to examine how learning takes place and how groups are formed.

Before exploring how groups work best, it is important to consider what constitutes a group. How do we define groups? For instance, W.R. Bion, a key thinker on groups, gives particular emphasis to what he terms 'good spirit'. He also gives particular importance to the ability of a group to hold a common purpose.

For the learner, for instance, this means working with others in the pursuit of a common goal of learning new skills. It also means interacting with other members of the group in order to fulfil important socio-emotional needs. We meet others in order for social reasons. This is an especially important for people who might be isolated during much of their working day. In such instances, meeting with others in a group can provide an important opportunity to relax and share information in a social setting.

In order to ensure the success of the overall project, it is important that individuals should be able to discuss personal problems or issues that may otherwise hinder their learning. Coffee-breaks and lunch periods offer important opportunities to learners to relax and share personal and social information with one another. This leads to a healthy learning environment. To organise a field-trip to a venue of importance to the group is another important mechanism that seeks to combines learning and relaxation.

#### **1.4. Flexible learning environment**

In order for learning to take place, a flexible learning environment is required. This means that participants learn best if certain conditions exist. Such conditions can also mean other people. It is important, for instance, to be able to share ideas, listen to others and generally discuss the learning with others. The learning atmosphere, therefore, must be conducive to sharing and learning.

Trust, for instance, is crucial. Yet to trust others can be a difficult task and it is important to recognize that. What will others do with the information that they hear? What will you do with the information that you hear? In line with the ethos suggested so far, the best way to ensure trust is to operate in as democratic and ethical a manner as possible. At its first meeting, for instance, the group could discuss the question of trust and what is permissible in terms of disclosure. A periodic review of how the group is functioning with regard to the building up of trust could help to maintain any rules decided upon.

We do not suggest that this is an ideal solution or that it is the only one. Simply, if attention is drawn to the question as one that is problematic, then people can guard against upsetting or infringing the rights and dignity of others. The question of building up trust among group members can be a sensitive one in communities where people know each other. It draws upon rules of confidentiality and may require the setting up of firm guidelines as to potential subjects of discussion.

#### **How often does a group meet?**

The question of how often a group meets must be settled by the group itself. It depends upon the importance of the meeting to the learning needs of the group. There are also external factors like geographical distance, availability and regularity of travel facilities in island communities, time to attend meetings or family responsibilities can make attendance difficult.

In order for a group to succeed, however, a minimum number of meetings need to be agreed. This is important in order to maintain the momentum of the learning and to maintain group relationships and contacts. To meet with others also gives important personal learning space to the learner. Practical issues will need to be addressed, therefore, in order to ensure that a manageable number of group meetings take



place. It is crucial to give adequate attention to the practicalities of group meetings and to investigate all available support resources.

### **Suggestions:**

- Rotate the meeting venue if possible so that the same people do not always have to travel farthest
- Be clear about why you are meeting, and make a decision about whether meetings should be at regular intervals or scheduled in advance in accordance with the group work
- Meetings must be planned with consideration to what else is happening in the community (lambing season, holidays, other courses or meetings)
- Remember that group meetings are not the only means of contact, use telephone or e-mail if possible and in some cases group members who are working on the same project might need to meet together rather than in the big group
- Meet at least every season to celebrate the successes you have had over the last few months and plan ahead for the next season.

### **What happens in meetings?**

If possible, all group members should attend each of the meetings or workshops arranged. This, as noted, is important for the learning. Who else should attend? Such meetings could include the tutor if the group is taking a course, if participants have questions or issues to resolve, the presence of a tutor or mentor is advantageous. Guests could be invited for example to share their expertise or experience.

The meetings have two different functions, partly they are a more formal learning session with some material to be discussed but as importantly they are an opportunity for group members to share their experience, get advice and encouragement from each other and plan the work of the learning group. It is important to keep the meeting focussed so that the issues on the meeting agenda are covered and decisions made and also to maintain the more informal part of the meeting in such an atmosphere that everyone feels comfortable to participate.

A creative atmosphere leads to a productive learning situation which helps the learning process. This means adopting a workshop or discussion approach rather than a lecture-style approach. Discussion and feedback advance the learning of group members as the response of others helps to make clear your own ideas, behaviour and activities. The process of listening to others and relating the information back to your own experience encourages understanding. All of those present in the group have the potential to help each other out.

Who facilitates such meetings? The mentor is the person who does this in the very beginning at least. The important thing is that the group should choose what best suits its needs. And as the group members become involved it should be natural to take turns facilitating the meetings. In meetings that involve a tutor or lecturer it is probably best to have the tutor/lecturer facilitate at least their part of the proceedings.

Suggestion: Try out a number of forms and approaches to the meetings and make decisions on what works best for each occasion. Take turns preparing some



contribution to the meeting, such as a point of view, song or other celebration, telling about something you have experienced or learned etc.

### **1.5. Learning in groups**

#### **What does the group do for learner?**

In trying to establish what the group does for learner, it is also important to be aware of what learner can do for the group. It is a reciprocal relationship. Over time, and with the building up of trust among group members, the group will work best.

Theorists of group development such as Tuckman suggest that groups develop in stages. He has devised a sequence of group development that is divided into forming, storming, norming, performing and mourning. The sequence supposes that people exhibit anxieties about meeting new people or hostility if they are forced to attend. They progress to a stage where a growing confidence leads to an ability to openly express their feelings (storming) to a resolution of such conflicts (norming). When a group reaches the performing stage, it has settled down to the task at hand. Finally, the breaking up of the group, and the relationships established, leads to the final mourning stage. Such a sequence of group development may not accord with your experience of working in a group but it does provide a useful framework. It can also help learner to understand how and why groups change over time.

#### **What is expected of learner?**

It is useful for learner to have some object in mind before joining the group. Most likely, for instance, there is a skill that learners interested in or a piece of information that you need to find out about. This will help learner to focus on the subject of the discussion or the content of the materials. Learners in control of what she wants to learn and so the learning will become more meaningful for her. This tells them that they should prepare before they meet with our group.

How do they prepare? For instance, they can read through the learning materials and note any issues that are not clear. Such queries can be taken to the group meeting. This makes her a more active learner, able to direct her learning and to take advantage as best she can of the meeting with group members.

It is also crucial that learner should build up her confidence. This will help you to ask questions or discuss any problems that she is experiencing. To ask for help is difficult and they need to have the confidence to do so. If they do not already possess a healthy self-confidence, then it is important to build it up. But this is not always easy, especially if people have been unemployed or working outside of formal structures, exposed to bullying in the workplace or lived to see their community degrade. The ethos of the project should help participants to be able to realise their worth. This is a gradual process, which is ongoing throughout life and one that needs to be at the core of any learning programme. The project is based on the premise that through a learning community individuals can become stronger and more self-confident, which in turn will strengthen their local communities, homes and workplaces.

#### **What can the group achieve?**

The group can help to achieve a successful learning outcome for its individual members. People learn in different ways. Some learners are used to being told what

to do. If this was how it was at school, it is difficult perhaps to 'forget' such behaviours. So it is important to encourage the group to be helpful towards one another.

Group members have different levels of information and experience. It is important for members to feel that each can contribute to the success of others; the tutor does not always hold the answer! To encourage the group to work together is an excellent way to secure a good learning environment and to broaden the range of experience available to the group.

Professor Robert A. Hatch of the University of Florida has developed some very practical advice for students, among them some advice on study groups. He feels that they are an excellent way of enhancing learning – if they are focussed on the task and maintain a good working spirit. And “side benefits of the Study Group is learning to listen to each other, developing verbal skills, and finding ways to agree and disagree”.

## **1.6. The learner**

Who is the learner?

**Someone with a commitment to learning and growing.**

It is as simple as that. She/he may or may not be involved in a formal education program. There are no dropouts as they are using the program as support for their process of personal development.

**Someone who wants to be in a community of learning**

This is one of the keys to success of project, that members of learning groups are committed to support each other in learning, to be a constructive community. This means expecting progress from each other, celebrating the successes, encouraging when difficulties arise and supporting when failure threatens.

**People with diverse learning styles and learning strategies**

Everyone has their own style or best way of learning; some people remember best what they hear, others have to touch and manipulate things to understand them well. Reading is very different for people, some read fast others slow, some have trouble remembering what they read and for others the letters on the page don't seem to want to stand still! It is a matter of finding their best strategy and using it well, and maybe learning some new tricks of the learning trade.

There are three key issues to success in learning; attitude, time and circumstances. The learner must have a positive attitude toward the task, find it important and be willing to engage in it. Learner must make time for learning, which means they have to take a look at and even reorganize the way they are now using the hours and days. The circumstances, physical and social can facilitate or hinder their learning process.

**Learner will change**

- Learner will have to make time for learning – this might mean giving up something she/he have been doing or maybe she/he could do things faster ?
- Learner will be thinking about things and issues you didn't think about before – her/his interests might change, are they ready for that ?

- Learner will be racking her/his brains, she/he may have to think hard and answers may not come to her/him easily – that means they are challenging themselves.
- Learner will have fun – if there is a dull moment in their learning process something is wrong

### 1.7. E- mentoring

The mentor must influence and generate positive, proactive attitudes of students

“Dinamization Guide for virtual environments” for mentors – with generic content plus specific content for each training action is helpful in e-mentoring.

Mentor’s role is to create, support, promote emotional binding between participants, teacher, and mentor in virtual environments (considered highly important for motivation and success – however very little tangible information or tools are available so far in this area).

Move students from the face-to-face socialization “off-line” to the virtual socialization “on-line”. Especially important for the pre-Social Media generation, or in rural areas.

Train to (help to) overcome fears and prejudices.

#### Getting started

The best way to start is to spend time finding out about each other. You should then move on to discuss the following aspects of your e-mentoring relationship:

- How often you will communicate
- Whether you will specify times of communication
- Whether you will agree turnaround times for reply
- Whether you will have any face-to-face meetings
- Restrictions on electronic or telephone contact on either side

#### Pre-training activities for mentors:

- Get to know the students and their individual (knowledge etc.) level, in order to better prepare and organise the necessary mentoring activities during the training
- Specific “plug-in” training – where needed – to put all students at a minimum common level before the training starts; especially regarding the use and management of functionalities of the e-learning platform.
- Avoid with both action a delay at the beginning of the training due to solving such technical matters while the learning program is already going ahead.
- If possible, gather information by individual contact (email, phone, even personal meeting), or in small groups

#### The mentoring life cycle

It may helpful at the start to think about mentoring life cycle, with its sequence of phases:

**Initiation phase.** Building a rapport – getting know each other

**Goal-setting phase.** Setting goals and making plans to achieve them

**Developmental learning phase.** Working together towards achieving goals

**Winding-down phase.** Reviewing outcomes and evaluating the process

**Dissolving the mentoring relationship.** Ending the mentoring relationships, but professional friendship may continue.

**Timing.** The amount of time spent on each phase will depend on you and your mentee, and the frequency and level contact you have each other. The e-mentoring process is scheduled to take several months, depending on individual pairs.

E-mentoring is an efficient way of providing management development by saving on time and/or travel costs, although mentor/mentee pairs generally preferred to meet face-to-face and hold telephone conversations, in addition to communicating in a virtual environment.



**Figure 1-2. Typical mentoring process.**

Post-training activities include quantitative but also qualitative evaluation of the training action.

Where possible -allow for a post-training period of mentoring or follow-up support to the students, in order to assist them to implement the acquired knowledge, abilities, attitudes and to use/apply them in real situations.

Mentoring is a two-way process and the mentors benefit too, it offers mentors an opportunity for personal growth and development, e.g. by learning more about mentoring, and new opportunities for reflection.

**Mentoring** adds new possibilities for person. These may be:

- More free time
- Positive feelings like joy and gladness
- Better outcomes
- Developing of your communication skills

Although mentors will not be ‘teaching’, it is important for all to be aware of the following principles:

- Don’t talk longer than the average age of your group!
- Tell stories to make a point

- Balance active and passive modes of learning
- Rather than bums on seats being a positive indication of learning, bums off seats can be more indicative
- Good mentors are the “guide on the side” rather than the “sage on the stage”
- Vary the approach to cater for various learning styles
- We learn best when we are having fun and talking about it

### Suggested activities for learners

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#### Activity 1-1.

Questions for potential learners.

Do these statements apply to you ?

- a) I'm curious
- b) I like it when I have to come up with solutions to problems
- c) I enjoy the company of others
- d) I don't mind getting good advice
- e) I would like to improve my knowledge
- f) I think I need to update my knowledge and skills
- g) It is time that I did something about it...

If these statements apply to you, learning methodology might help.

#### Activity 1-2.

Group discussion about changes. Questions for learners.

- Think about your work, has it changed over the last five years ?
- Is or was change welcome ?
- Was/is it easy to handle the changes ?
- Are you waiting for change ?

#### Activity 1-3.

Group discussion about networking.

- Do you have personal contact with people in other countries ?
- If so, what have you learnt from them ?
- Have you taught them anything ?

#### Activity 1-4.

Knowledge's about rural areas in European countries.

What do you know about:

The Arran Islands in Ireland, The Island of Arran in Scotland, Saaremaa and Hiiumaa in Estonia, Grímsey and Vestmannaeyjar in Iceland? Telgart and BanskaBystrica in

Slovakia? Andalucia in Spain? Hontalbilla and Segovia in Spain? Sardinia in Italy? Northern Greece? Alto Tâmega, Trás-os-Montes region in Portugal? Marburg and Hesse in Germany? Dalarna in Sweden? Latvia? Bulgaria?

**Exercise:** Find these places on a map or try looking them up through a search engine in Internet

### Activity 1-5.

Discussion about learning

- What is your first memory of learning something? Write it down or tell someone in your learning group about it. Can you remember how you felt?
- Can you think of anything happening in your community that puts pressure on adults to become learners?
- Is there any global trend or issue that may change things for you so that you need to seek new skills?

### Activity 1-6.

Planning a study visit for a learning group.

Plan a field-trip to a site that is important for your learning group.

How would the trip help to meet the social and emotional needs of the group?

### Activity 1-7.

Group work planning and exercising.

Consider and make a list of how you can prepare for a group meeting.

Think about yourself and decide for yourself what is one of your strongest points and how it can contribute to the work of the learning group.

## 2. COMMUNICATION

A – 4 learning hours	B – 2 learning hour
<ul style="list-style-type: none"> <li>• <b>Communication forms</b></li> <li>• <b>Communication barriers</b></li> <li>• <b>Disturbers of coherent communication</b></li> <li>• <b>Conflict</b></li> <li>• <b>Communication in e-environment</b></li> <li>• <b>Checkup tasks&amp;questions</b></li> </ul>	

### 2.1. Communication forms

**Verbal** (speech), related to consciousness, 10% credibility. Talking to a rural tourism provider, a mentor should deliver precise information, without redundancy. Still friendly and personal attitude should be present.

**Extra-verbal** (tone of voice, intonation), related to pre-consciousness, 30% credibility. The tone of voice should be friendly, relevant to the overall atmosphere, a mentor should not sound didactic as this would imply superiority. It is important to create an atmosphere of friendliness and equality. Imperative and dominating intonation is not appropriate.

**Non-verbal** (body language) related to non-conscious, ~60% credibility. The same is true with the body language – it should not be dominating and arrogant, but should create friendly atmosphere. A mentor would shake hands with a rural tourism provider when meeting, while hugging like close friends would be an inappropriate exaggeration and could be misunderstood.

#### **Verbal communication**

##### **Delivering information**

The information should be structured, with clear goal, simple and logical. Avoid giving too much information at a time, otherwise you will not achieve any result, and the listeners will lose attention. It is better to base your information on practical examples from rural tourism business. In this case, it is easier to perceive and understand the key message. It has to be remembered that „an order that can be misunderstood, will be misunderstood” (Napoleon), therefore you should observe a listener’s reaction.



## Listening skills

Dialogue building is an important part of communication. A training event is a success when a mentor succeeds to open trainees for a dialogue. This is a way to evaluate if and how your information has been perceived and if it has been useful. It is also possible to improve the way you present your information.

Listening is one of the most important communication skills. Listening means not only hearing but also understanding what the other person is saying. If you have good listening skills, you will better understand interests and opinions of your communication partner. Through listening, you can obtain information that can be useful in future. Listening to other people we show respect and create good impression about ourselves. However, many people have poor listening skills. Everybody should master listening skills to be able to build better personal as well as business relationships. According to research in communication we spend 9% of the time writing, 16% - reading, 30% - speaking and 45% - listening. So listening occupies most of the time we spend in communication.

### Why people have poor listening skills?

- A human being thinks much faster than he/she speaks, so we can predict what is to be said in a second. So we get bored and we cease following the conversation.
- During conversation, we rather try to ponder on our eventual reply instead of listening.
- If we do not like something from the start of the conversation, we discontinue listening and start thinking of arguments how to reject,
- We do not listen to what is said if we do not like the speaker,
- We do not understand the message but we continue nodding as if in agreement while thinking about something completely different.

**Types of listening.** There is non-reflective and reflective listening. Non reflective listening is a skill to listen attentively to the speaker without interrupting him/her. We show our agreement to what is said by taking „the posture of attention” (the body is slightly moved towards the speaker, the head is slightly bent), nodding, by giving an interested look, and by facial expressions. Sometimes brief verbal signals can be used, like “really?!”, “what do you say?!”, “go on!”, etc. Non-reflective listening is used when the speaker is emotionally unbalanced or triggered, and needs to get rid of some tension and negative emotions. In such case our opinions and arguments can easily make him/her even more angry. Reflective listening means active participation in the conversation asking questions and demonstrating verbal interest into what your conversation partner is saying. During such listening process, we can voice our opinion and express our understanding. It is important to learn both listening techniques, as each of them is relevant in a particular situation.

**How to become a good listener?** To master listening, first of all, you have to be aware of your present listening skills. When you know your positive and negative

listening habits, you can improve. Listening starts with a favorable environment. It is difficult to listen to another person in presence of fear or inner tension.

You will be regarded as an attentive listener if you:

- are emphatic towards your conversation partner and you respect the fact that he/she is willing to talk exactly to you,
- come to mutual understanding with your partner from the start of conversation,
- try not to interrupt the speaker, as patient listening can help to solve tense situations and reduce aggressiveness of your conversation partner,
- look at your conversation partner, possibly keeping eye contact (though shy people may find it uncomfortable),
- are not jumping to conclusions.

It is important to concentrate attention during conversation and avoid thinking of something else. You should not surrender to negative emotions against some expressions or ideas of the speaker. You have to understand what the speaker is trying to convey, and not how you wish to interpret what is being said. When you speak, make pauses to give your conversation partner an opportunity to express views and involve in conversation. Watch your own body language. Avoid taking a protective posture, that is, crossing your arms and legs, straining your muscles. Your conversation partner would interpret it as reserved attitude, which makes it impossible to continue an open, free conversation. Be attentive during a conversation – watch the partner's non-verbal signals (gestures, facial expressions, intonation, etc.). It is important that non-verbal signals coincide with the verbal message. If not, probably he/she is not telling truth.

### **Asking questions**

Questions are a means of active listening. By asking leading questions we maintain or conversation partner's interest, make him/her to feel important and get the information we need.

There are closed questions and open questions. Closed questions require „yes” or „no” answers. Often they create tense atmosphere in the conversation as the partner is forced to take categorical decisions. He/she might feel like under interrogation and develop negative attitude to you. To avoid negative situation, it is advisable not to use too many closed questions.

Open questions are the most helpful in conversation. They start with “how many/much”, “what”, “why”, etc. Open questions encourage your partner to engage in conversation, express interest in his/her opinion, motivate to give the information you require. Open questions stimulate free conversation. Again, asking too many questions should be avoided as it could be interpreted as intrusion.

## Non-verbal communication

Non-verbal communication is communication without words, using means like facial expression, gaze, gestures, postures, tone of voice, pauses, physical distance, location in the room, clothing. It has been proved that verbal communication conveys the smallest part of the whole message. About 60-80% of the communication message is delivered through a number of signs of non-verbal communication. Non-verbal communication is regarded as the most important „carrier” of information because people are not able to really control the process of non-verbal communication on the contrary to verbal communication. We do not pay much attention to non-verbal communication in daily life believing that everything can be transmitted in words. Words can serve to deliver extensive facts, but they are not always sufficient to convey feelings. Non-verbal communication is subject to unconscious level of human psyche, therefore it has much less of artificial, untruthful, stereotypic elements generated by consciousness. It is much more easier to lie using words than by means of gaze or posture. Non-verbal communication is an expression of our true being.

There are the following means of non-verbal communication or communication information systems:

- Structuring of the communication time and space;
- Visual contact;
- Body language;
- Expressiveness of speech;
- Empathy.

Each of these non-verbal communication systems have own language. Non-verbal information is delivered to a partner via particular codes. You have to learn to read them as they confer additional meaning to verbal messages. All these five non-verbal communication information systems often work simultaneously, therefore it is not enough to read the code of only one of them. Combinations of their codes in the particular moment of communication have to be taken into account. The codes gives full information only in combination, and only in this context the meaning of each code can be understood precisely. It is believed that non-verbal communication means:

- Stress some part of verbal communication;
- Get ahead of the verbal message;
- Express opposite meaning to what is said in words;
- Fill or explain pauses, indicate intention to continue the conversation, etc.;
- Maintain contact between partners and regulate the flow of conversation;
- Substitute separate words or phrases;
- Give delayed duplicate of a verbal phrase;
- Complement verbal message.

## Gestures

Gestures are intentional or unintentional movements of hands, legs, head accompanying human communication process.

Gestures are used to emphasize the message that is being communicated (a pointing finger, efforts to show dimensions and form of something using one's hands, hitting a table surface with one's palm or fist). Gestures are very illustrative and usually do not cause listener's antipathy. If a speaker uses too many or too wide gestures, the audience may develop ironic attitude.

Gestures – regulators, like nodding, running one's fingers over one's hair, adjusting one's tie and other focused movements tell about the speaker's attitude towards listeners. Their purpose is to regulate communication, express the speaker's respect, benevolence. A peaceful conversation would not be accompanied by many gestures – regulators.

### Gestures are grouped as follows:

**Communicative:** hands spread out – amazement, nodding – confirmation, adjusting one's clothes and similar focused movements of hands – expression of self-esteem, fiddling with a pencil or lighter – nervousness, uneasiness, boredom; gaze at the ceiling – positive reflection; gaze at the floor – negative reflection. To avoid influence of communicative gestures, it should be remembered to control how frequently they are used. Too many gestures will cause negative partner reaction while lack of gesticulation tells about passivity and lack of interest.

**Figurative**– descriptive gestures – depicting shapes of objects and fields, qualities of substances, movement, swinging, vibration, etc., are made with hands, palms, fingers. The aim of these gestures is to transmit a possibly precise information to communication partner.

**Modal gestures and facial expressions:** shoulders and head lowered, sad or indifferent facial expression – depressed; rubbing hands and joyful, resolute facial expression – satisfaction. Such gestures often replace words and they can substitute full phrases. Usually they are of local or national meaning, they tell that a person belongs to a particular local group or nationality.

### Unnecessary gestures:

Wringing one's hands, biting one's nails, scratching one's head and similar gestures show that a person feels uncomfortably or is nervous. Such gestures usually annoy a conversation partner, creating unconvincing and negative impression.

## Postures

Speaker's posture tells about his/her attitude against conversation partner and emotion condition. There are the following postures and their meanings:

- Approaching – attention: the body leaned forwards, the head slightly bent.
- Withdrawing – negative, rejecting posture: the body leaned backwards or away.
- Expansion: vain, arrogant, contemptuous posture.
- Shrinking - downcast, depressed posture: the body leaned forwards, the head bent down, the shoulders rounded, the chest sunken.

Another division is **open and closed postures**. An open posture – the body is relaxed, arms and legs are not crossed. Open standing postures are characterised by leg position as legs are relaxed, not strained, apart, arms are relaxed, palms towards the conversation partner. Sitting postures: legs are stretched forwards, hands on a table, palms up, the body leaned forwards.

Closed posture: the upper part of the body is covered by crossed arms, legs are crossed. Closed postures typically try to cover the upper parts of the body and the most important organs (like heart, lungs, chest), and to occupy as little space as possible in a room. In communication, closed postures are usually perceived as disagreement, distrust, rejection, opposition, resistance, criticism or a sign of fear and distrust.

### Facial expressions

Facial expressions – movement of facial muscles to correspond certain psychic condition. Facial expression is the most eloquent bodily movement. Facial expressions mostly convey intentional emotions, and, disregarding many ethno-psychological differences, are similar among different nations. Most psychologists believe that facial expressions reflect eight emotions – joy, sorrow, anger, interest, fear, surprise, disgust and love. Of course, one can read lots of other emotions and shades of emotions from a facial expression. Eyebrows and the part of face around the mouth (especially corners of the mouth) are the key parts to express emotions. Facial expression characterizes a person's emotional condition rather precisely. However, it should be remembered that of all non-verbal means of communication, facial expression is the one most controlled by consciousness. Trying to create the desired impression, we put a relevant expression on our face – respectability, interest, attention, anger, etc. Women usually have stronger emotional expression than men, but it has to be remembered that women are better at pretending. Communication is more difficult with persons who avoid emotional expression or are not capable of it, who have steady face or „face of stone“.

### Communication distances

Relaxed or tense feeling during communication process depends also on the distance between communication partners. The distance will depend not only on the status, sex, age, nationality and ethnic features, but also on personal temperament. For example, introvert persons will tend to keep bigger distance between conversation partners than extrovert people.

- Intimate or hygienic distance 0,15 – 0,5 m
- Privacy distance (professional distance in the process of care giving) 0,5–1,5m
- Social distance 1,5 – 3.5 m
- Public distance 3,5 and more

Adequately chosen positions and distance between communication partners ensures efficient communication. Inappropriate distance can lead to breakdown of communication. For example, too big distance may offend one's ego and self-esteem, while too close distance may create an impression of an aggressive assault. Communication distance for different people may vary considerably as it depends on the age, sex, social status, national traditions, personality psychological traits, emotional closeness and other features of communication partners. For example, urban dwellers and people from countries with high population density, like Japan,



are comfortable with closer distance between communication partners while people from rural areas prefer bigger distance. Each person has an optimum distance in communication to feel comfortably. Usually this distance can be assessed intuitively, still you have to be alert – if your communication partner steps back, it means you have approached too close.

## 2.2. Communication barriers

Communication barriers create obstacles to efficient communication. This defensive system works automatically, often unintentionally. It is not true that a person would always assess who is in front of him – a friend or a stranger, a well-disposed partner or an enemy, authority or not – and only then would take a decision to avoid communication and activate a barrier of distraction. It is also not true that this barrier is activated when we hear some complicated and difficult to understand phrase which sounds „dangerous” and unacceptable. In reality these barriers act as defense mechanisms which are built in our psyche. Their existence and essence are unknown to most of people. These barriers work automatically. For example, we may not listen to a communication partner not because he/she would be ill-disposed or unpleasant, but because we are occupied with our own thoughts and problems. The barrier turns on automatically and our attention is distracted. If for some reason the barrier is on, a person may lose important, essential information. The barrier does not work in our favor. For example, a student would not read a useful article which is not written in highly complicated language. Some inventor may spend his whole life being directed from one office to another without anybody listening to him just because he is not authoritative enough. A visitor may leave a clerk’s desk dissatisfied because of the dry and bureaucratic language of the latter.

### Withdrawal barriers:

- Leaving – it can be more or less demonstrative and is not a typical behaviour of rural tourism providers. Still, if this is a case, you may have exceeded your time limit or have spent too much time on a topic that is not interesting to them. Time limit would be a more frequent reason for leaving as rural tourism providers are in business and they precisely stick to the previously planned time for meeting which has to be agreed in advance.
- Lack of attention – the reason for this may be tiredness, lack of concentration. Still it may be possible that the topic is not interesting or is not attractively presented. Dale Carnegie offers rules of a convincing discourse:
  - pronounce with emphasis the most important words or phrases;
  - avoid monotonous tone of voice;
  - pronounce slowly and repeat the most important part of your message;
  - pause before and after the key message.

### Authority barrier

The role of authority is very important. Rural tourism providers are very practical, therefore authority among them can be earned only through tangible results of work

and serious attitude. Once you gain such authority – it is important to maintain it as the confidence they give to you in credit is very high which grants you easier success. You can gain authority through supplying practical and useful knowledge.

In communication, human beings divide partners in those with authority and those who have no authority. A person would trust the first and would not listen much to the others. Trust or lack of trust do not depend on the information contents, but on the source of information, on the speaker. Every person has own authorities in different spheres of life. We often attribute an „authority index” to a person based on the usual perceptive schemes: superiority in some parameter which is important for us at some point, attractive looks, good disposition towards us. Only by understanding who and what kind of a person is an authority to our communication partner we can expect to achieve efficient communication.

Overcoming authority barrier:

- Show favourable attitude;
- Open demonstration of your intentions;
- Persuasion skills;
- Keep self-control and self-esteem in all conditions.

### **Barrier of incomprehension**

There may be several reasons for this barrier. If it is not overcome and if mistakes are not corrected, good contact with rural tourism providers may be never achieved. Incomprehension means the same as „hear no evil, hear no evil”. Often we are not able to assess a communication partner as harmful, hostile or lacking authority, and avoid his/her influence in communication. Potentially dangerous or unpleasant information may come from people we generally trust, from our own circles and authorities. In this case, incomprehension acts as defensive mechanism. There are four versions of incomprehension: phonetic, semantic, stylistic and logical.

- **Phonetic** – use of a foreign language (sentences or expressions), fast, unclear speech. Phonetic incomprehension occurs when we are addressed in a foreign language. Comprehension is incomplete when your communication partner speaks with a strong accent, in dialect, too fast, or mispronounces particular speech sounds. In such case try to articulate clearly and in speak such manner that a partner can understand you. We can avoid the phonetic barrier if we speak clearly, at a moderate rate, sufficiently loud, with clear emphasis, and without „swallowing” endings of words. The less your communication partner knows the communication language, the slower should be the speaking rate. The less educated and older is our communication partner, the slower you should speak. In all cases, you have to be patient and ready to repeat the main messages.
- **Semantic**– different meaning of words, correspondence of thesaurus. It is evidently exemplified by jargon, slang, secret languages. The semantic barrier not only holds the incomprehensible information, but can also change the meaning of what the partner has said. Semantic barrier works when tourism professionals use terms and expressions that sound alien to rural tourism providers (e.g., tour packages, selling, etc.). To ensure adequate perception of information, thesauri of the speaker and of the listener should correspond (thesaurus – from Greek,



literally „treasure store”). Thesaurus is a whole lot of information a person has, the knowledge of the surrounding world, all personal, professional and life experience. When thesauri of the communication partners considerably differ, efficient mutual understanding is impossible. The fact that people of the same generation would understand each other better than people of different generations can be explained by similarity of their thesauri. The same is true regarding people coming from similar cultures.

- **Stylistic** – ignoring grammar rules, speaking in elevated style or in contemptuous tone generates the stylistic barrier of incomprehension. Speech style is a way to achieve coherence between the contents and form of information. For example, speech is difficult to understand when the speaker ignores grammar rules. This is how beginners in learning a foreign language would speak. Also overcomplicated way of expression, like in scientific literature, may make your native language sound foreign. We refuse to understand a speaker who talks about simple matters in too elevated style, and we also do not understand a speaker who would address serious issues in too primitive terms or jeering language.
- **Logical.** Logical barrier works when one of the communication partners does not accept the logics and arguments of the other. People have been brought up to different principles and traditions, therefore a speaker should use commonly understood language and terms. Overcoming the logical barrier depends on our argumentation skills. Efforts to overcome the communication barriers always facilitate transfer and perception of information.

The following recommendations covering different aspects of rendering information can help in private conversation as well as in public speech:

### **Inner preparation**

- a) Get ready for dialogue, not monologue.
- b) Accept the listeners the way they are.
- c) Get to know what is your audience and take it into account.
- d) Assess emotional attitude of your audience.
- e) Choose relevant speech style.
- f) Be concentrated.

### **Behavior**

- a) Do not conceal your self-confidence. Demonstrate it in the way you look at people, in your tone of voice, movements, postures.
- b) Build emotional rapport with the audience by choosing a comfortable distance, showing interest, using appropriate voice modulations.

### **Speech**

- a) Introduce yourself if the audience does not know you.
- b) Do not think about how to hide your lack of self-confidence, be natural and open.

- c) Formulate precisely your topic.
- d) Create interest, relating your information to well-known facts, appreciating and surprising the audience.
- e) Use language that is understandable to your audience.
- f) Provide logical outline of the information.
- g) Do not improvise too much and do not go deep in secondary topics.
  - a. Take care of logical conclusion of your speech.

### Stylistic barrier

This communicative barrier will not occur if you will structure the information well and use expressive means that comply with the contents. Do not use too long sentences. Most people have difficulties to comprehend expressions containing more than 13 words. It is advisable that a sentence has no more than one subordinate clause. For better comprehension, the laws of „frame“ and „chain“ are helpful to structure information. A „frame“ consists of the start and the end of the communication. It is advisable to start with stating the goal, the subject and expected results of the communication. Close the communication with making conclusions, stating the agreements achieved, decisions taken. Lack of „frame“ often leads to failure. Your partner may remember a lengthy and complicated conversation, but will not be able to recall precisely what it came to, what was agreed, what decisions were taken. The „frame“ helps to structure information and present it up to partner's needs, interests and personality.

### 2.3. Disturbers of coherent communication

Analysing the communication process, several obstacles can be observed that disturb coherence in communication. Unlike barriers, obstacles occur immediately in the course of communication and disturb good mutual understanding. Several obstacles to communication are found:

- Threat. *You better do this...or else....*
- Orders. *Don't ask, just do what I say....*
- Negative criticism. *You are not doing anything at all...*
- Personally offensive expressions. *Who else but you could do something so stupid....*
- Expressions with “must” and “must not”, „must do“. *You must do what you are told...*
- Needless questions. *How long will you ....*
- Unwanted advice. *Why didn't you do as I told you ....?*
- Attributing behavior motives. *You think you know better than anybody else...*
- Refusing to discuss. Change of topic. *I am not going to listen to this nonsense...*
- Comforting negation. *Don't worry, it will be all right...*

### 2.4. Conflict

Communication obstacles produce conflicts. Conflict is a comprehensive term which denotes a situation involving antagonistic events, collision of contradictory motives,

actions, impulses, etc.. Research show the following most frequent reasons for conflicts:

- Different views and opinions. Opinions may differ in simple as well as complicated matters – e.g., every person has own preferences regarding food, lifestyle, etc.
- Different interests.
- Situations when basic needs are not satisfied. Conflicts arise where there are no possibilities to get in sufficient quantities supplies that are needed to survive – food, water, air, clothing, lodging, safety, sense of belonging. When people are in need of these basic necessities, they often ignore existing rules and regulations.
- Different resources. People can have different money resources; there are talented and less talented people, there are intelligent and primitive minds. Different can be their capabilities to influence situation, they can be powerful or endowed with less power.
- Different ways to satisfy psychological needs. Everybody needs to feel accepted, important, responsible, loved. Each individual has different ways to satisfy these needs.
- Different values. People usually do not discuss their value orientation. One is eager to increase industrial production to gain more profits, while for another, introduction of ecological production methods is a priority.

First signal of a looming conflict is the sense of discomfort. It is intuitive feeling that something is wrong, but it is not clear where exactly the problem is. A person finds it increasingly difficult to meet with somebody, to talk, but cannot explain the reasons. Usually people ignore such feelings and hope that things will work out. If the unpleasant situation persists, the discomfort stage grows into an incident stage. More and more minor incidents enter the relationship and sometimes they are clarified in rather hard talk. If the true underlying reasons of the incidents are not found, the conflict develops its next stage. At this moment, each of the conflicting parties is focused on own interests and feelings to such extent that the conflict is obvious to the surrounding people.

## **2.5. Communication in e-environment**

Internet changes our world, every day in stronger, new and surprising ways. It offers almost endless possibilities to users. Digital environment has become the most important place for exposition of brands and companies, for communication. It has dual consequences. Your supporters and enemies can express their attitudes – appreciation or dislike towards your brand, company, product or your personality in social networks, blogs, etc. You cannot be hiding, telling lies or withholding truth. You can be destroyed. Never before it has been possible to get so close to your target audience, to show yourself and your product to the people who could be interested. And you get immediate reaction – opinions, reproach, appreciation. Digital environment allows to share information in no time. Important news, illustrated with pictures and videos taken using mobile phones reach recipients in geometrical progression. Internet allows persons sharing the same views to form pressure groups and take pro or contra actions.

Effectively applied e-communication can:

- increase the reach of your communications
- allow better targeting of messages
- reach new, different, often – but not always – younger audiences
- save you money.

### **Improve your writing skills and avoid common mistakes.**

Choose appropriate format for the audience. The format, as well as your audience, will define your "writing voice" – that is, how formal or relaxed the tone should be. If you're writing something that must inspire action in the reader, follow the Attention-Interest-Desire-Action (AIDA) formula. These four steps can help guide you through the writing process. Try some empathy – remember your audience's needs at all times. What's the benefit for them? Use simple language – Unless you're writing a scholarly article, it's usually best to use simple, direct language. Don't use long words just to impress people. Your document should be as "reader friendly" as possible. Use headings, subheadings, bullet points, and numbering whenever possible to break up the text. Headers should grab the reader's attention. Using questions is often a good idea, especially in advertising copy or reports, because questions help keep the reader engaged and curious. In emails and proposals, use short, factual headings and subheadings. It's essential to learn grammar properly, and to avoid common mistakes that your spell checker won't find. Errors in your document will make you look unprofessional. More than ever, it's important to know how to communicate your point quickly and professionally. Many people spend a lot of time writing and reading, so the better you are at this form of communication, the more successful you're likely to be.

### **Composing e-mails**

When you compose an email message, there are some simple rules that you can follow to ensure that your emails make a positive impression, and get you the response you want.

**Subject Lines are Headlines.** Email subject lines need to grab the reader's attention and tells what the e-mail is about, so that one can decide if he/she wants to read further. If your message is one of a regular series of emails, include the date in the subject line. And for a message that needs a response, you might want to include a call to action, such as "Please reply by November 7". Remember that everyone tries to reduce the amount of "spam" email messages they receive. If you make appropriate use of the subject line, you increase the chances that your email will be read, rather than mistaken for spam and deleted without so much as a glance.

**Make One Point per Email.** If you need to communicate with someone about a number of different things, consider writing a separate email on each subject. That way, your correspondent can reply to each one individually and in the appropriate time frame. One topic might only require a short reply, that he or she can send straight away. Another topic might require more research. By writing separate messages, you should get clearer answers, while helping other people manage their inboxes better.

**Specify the Response You Want.** Make sure to include any call to action you want, such as a phone call or follow-up appointment. Then, make sure you include your

contact information, including your name, title, and phone numbers. The easier you make it for someone else to respond, the more likely they are to do so!

## 2.6. Checkup tasks&questions

### • Verbal communication

Though verbal communication is only the visible part of “informational iceberg” and gives about 10% credibility, it is important to use it as effectively as possible. Regarding that verbal communication has two aspects – **delivering** information and **perceiving** it – give **3 do's** and **3 don't's to enhance the skills of these both**.

### • Non-verbal communication

The way we communicate non-verbally express a lot more about us, our true thoughts, attitudes and motives than the information we give intentionally by speech. **Recall** the last formal **conversation**, or the one you remember most precisely in details. Then think:

- what **gestures** did you make? Did you use your hands to transmit the amount or movement of the object or process you were talking about? Or maybe you fiddled with your pencil and gazed at the floor?
- What **posture** did you take? Was it approaching or withdrawing? Did you cross your arms or legs?
- What **distance** did you and your conversation partner have? How did you feel about the distance between you and the partner – was it too close, too far or adequate to the situation?
- Did you and your partner of conversation have **eye contact**?

You would like to go through these questions and then find out the psychological message that lies behind these non-verbal manifestations in your material. If you had noticed a particular body language expression that you tend to make frequently during communication, then try to find out what is that you express in such a way. Is it fear, lack of self-esteem, distrust? What could you do to improve the message and tone of your body language?

### • Communication barriers

**Mistakes** in both verbal and non-verbal communication can **evoke communication barriers**. Sometimes communication barriers are caused by obstacles we cannot control (like sudden noise or tiredness of the listener), but more frequently we just have to **prepare ourselves better**.

What measures will you take in such cases?:

- As a mentor of rural tourism providers you have to **give** them the latest **information about legislation changes**. The topic is complicated, full of

legal terms. How will you build the conversation to avoid **withdrawal barriers**?

- You have to **replace a mentor** of a tourism providers group for about 1,5 month. The mentor you are replacing had established good relationship with the group and gained their approval, though at first they were suspicious. What will you do to ensure that the learners **perceive you as a partner with authority**?
- During an international project you have to **give a presentation to a group** of rural tourism providers **from another country**. Furthermore, the group consists of people from different regions and age groups. What steps will you take to avoid **incomprehension barriers** during your performance?
- You are arranging a meeting for rural tourism mentors. As the Chairman of the meeting you have to **introduce** the team with **the report** of the latest international project which had multiple phases and a lot of activities. How will you structure the information to exclude **stylistic barrier**?

### Communication in e-environment

One of the multiple advantages that e-communication provides, is that you can trace your correspondence long back and do it from every location within internet coverage. Get access to your e-mail and **analyses your style of e-communication** by questioning:

- Do you fill the **subject line**? Does it tell the reader about what message is about? Aren't the titles too general or indistinctive?
- Do you make **one point or question per e-mail** or do you overload the message with everything that needs to be cleared up?
- Do you **ask a specific response** to your wants? Have you précised that you need a reply by phone, e-mail, appointment? Have you included your contact information?
- Do you use **simple, direct language** (except for strictly formal correspondence)? Is the text you make as "reader friendly" as possible? Is your grammar proper?
- Do you use headings, subheadings, bullet points and numbering to **break up the text**? Does the **layout** of the text **help to perceive it**?



### 3. ACTIVE LISTENING

A – 3 learning hours	B – 3 learning hour
<ul style="list-style-type: none"> <li>• <b>Communication in virtual environment</b></li> <li>• <b>Active listening techniques in online communication</b></li> </ul>	

#### 3.1. Communication in virtual environment

Success often depends on communication, and communication is a two-way street. Not only do we need to develop the skill not just of making ourselves understood clearly and accurately, but we need to return the favor and put some effort into understanding the other side.

The problem is, that in modern life communication is often transferred in virtual environment where our main modes of communication make reading body language or facial expressions impossible. A great deal of our information is word only — business letters, email, instant messaging, blogging and micro blogging. Some of our communication involves voice - phone and Skype - so at least we can pick up on the other person's tone of voice. And even when we have the advantage of video, it's still not the same thing as being there in person. It's helpful being able to see their face, but it is only the size of a postage stamp, and often very jumpy.

Email also does not convey emotions nearly as well as face-to-face or even telephone conversations. It lacks vocal inflection, gestures, and a shared environment. Your correspondent may have difficulty telling if you are serious or kidding, happy or sad, frustrated or euphoric. Sarcasm is particularly dangerous to use in email.

Another difference between email and older media is that what the sender sees when composing a message might not look like what the reader sees. Your vocal cords make sound waves that are perceived basically the same by both your ears as your audience's. The paper that you write your love note on is the same paper that the object of your affection sees. But with email, the software and hardware that you use for composing, sending, storing, downloading, and reading may be completely different from what your correspondent uses. Your message's visual qualities may be quite different by the time it gets to someone else's screen.

To be good e-communicators, we need to be aware of these limitations, and get creative.

#### 3.2. Active listening techniques in online communication

Here are 17 tips that you can use:

**Vary your tone of voice on the phone or Skype.**



Tone of voice adds a lot to the message you are conveying—excitement, surprise, disappointment. Make good use of this when you are on the phone, and the other person can't see your face.

Start by smiling. It's often said that you can hear a smile over the phone. Then give the listener the benefit of hearing your facial expressions and emotional responses in the tone you speak with.

### **Mirror your facial expressions with emoticons**

Emoticons can help clarify a message over email or instant messenger—though you don't want to overuse them in a corporate context. Were you being serious or sarcastic, humorous or business-like. It's usually not possible to tell from the words you use—especially when you are being concise—and the other person will subconsciously try to fill in the gaps, and often get it wrong. A smiley can add helpful context to a brief message.

### **Tell the other person about your feelings and reactions**

Have you ever been on one end of the phone wondering how the person was reacting on the other? Your listeners will have the same experience. Become your own commentator, and try to fill in the gaps for them. Use brief phrases like:

- *"That's fantastic."*
- *"You've made my day."*
- *"I'm disappointed about..."*
- *"That's terrible."*
- *"That won't work for me."*

If you were meeting in person, the other person would have evaluated your response from your body language. It's dangerous to assume they will guess correctly from just the words you use over the phone. Let them know.

### **Ask your learners about their feelings and reactions**

On the other hand, it's dangerous to assume you are interpreting your client's responses correctly. Ask them for feedback by asking questions like:

- *"How do you feel about that?"*
- *"Does that sound good to you?"*
- *"Is that going to work?"*
- *"Is that what you were expecting?"*

Don't just listen for facts, listen for feelings too. They can alert you to uncertainty or misunderstanding, warn of upcoming problems, or highlight opportunities you may otherwise have missed.

### **Specify the response you want**

It is suggested that you specify the response you want. This helps move things forward, and help you move to the next step more easily.

Make sure to include any call to action you desire, such as a phone call or follow-up appointment. Then, make sure you include your contact information, including your

name, title, and phone numbers. Do this even with internal messages: The easier you make it for someone else to respond, the more likely they are to do so.

### **Don't pretend to understand**

If you miss something the other side said on the phone, or you don't really understand what they are saying, don't pretend that you do. If you get lost, say "Sorry, I didn't get that. What are you saying?" Pretending that you understand when you don't will usually only lead to greater confusion, and it will be more embarrassing to admit it down the track.

### **Use effective interjections**

When we are meeting with people face-to-face, we can show them we are listening and engaging by nodding to what they say, maintaining eye contact, and varying our facial expressions. That doesn't work on the phone.

Instead, learn to use effective interjections to show your interest and that you're listening. Use care—you don't want to interrupt what they are saying. A simple, "Mmm" or "Ah ha" from time to time should be sufficient.

### **Offer feedback**

With active listening, "feedback" is a way to confirm you are understanding what the other side is saying by rephrasing it. For example, you can reflect back "Joe, you sound happy with the new direction we are taking," or "Mary, it sounds like you've changed your mind about the best color to use."

This technique works well in conversations by phone or instant messenger, but be careful of using it in email. Avoid making the other part send an extra email unless you are really unsure of what she/he means.

### **Make heavy use of the 'What' technique**

The 'What' technique helps you clarify what the person is after, and works very well via digital communication. It involves asking questions that start with 'What', such as:

- *What do you want?*
- *What can I do for you?*
- *What were you hoping for?*
- *What do you see as possible?*
- *What is the context of that concern?*

### **Get personal**

Use your person's name and second-person pronouns such as "you", "your", and "yours" to let them know you're thinking of them specifically.

Avoid sending the same impersonal letter to multiple senders.

### **Answer your E-mail quickly**

It's amazing how many emails go unanswered, or are not answered in a timely manner. If a person has sent you an email, she/he's likely to be anxious to get your response. After a while she/he will take your lack of response as a lack of interest, or start to wonder whether you actually received the email.

Put their mind at rest by answering the email quickly. Even if you need time to think about the subject, or don't have time to deal with the issue at the moment, send them a brief reply letting them know you received their email, and will give them your answer in a few days or a few hours.

### **Re-read your Email before you send it**

You may already do this, looking for spelling and grammar errors. Make sure you also clarify sentences that might be misunderstood, and consider what emotion you might seem to be writing with. Do you come across as being short, angry or arrogant?

### **Set out your E-mail replies like a conversation**

When replying to a long email, or an email that addresses various points, set out your reply like a conversation. Quote each of the writer's points one by one, with your own response after each point. This makes your reply easier to follow, and your answers to different issues won't be confused. Don't quote irrelevant parts of the original email, just the issues you are responding to.

### **Use short paragraphs**

Short paragraphs are easier to read and easier to understand, especially when being read from a computer screen. For maximum readability, keep them to 50 words or less.

### **Avoid shortcuts and abbreviations**

Besides being unbusinesslike, MSN-style abbreviations can be difficult to decode, and lead to misunderstanding. Make your emails and instant messages as understandable as possible by avoiding them. In a business context, it is best to avoid even well-known abbreviations like "lol", "brb" and "imho".

### **Remember you can't get back a sent message**

Have you ever hit "Send" too soon – either before your message was actually finished, or just as you realized you'd typed something inappropriate? In general, once you send a message, it's gone. (Though you may be able to recall an internal email on a Microsoft Exchange server, and Gmail has a lab feature that gives you a few seconds to undo a send.)

Get in the habit of double-checking important emails. For the very important ones, you may want to save it in drafts for a while, and re-read it with fresh eyes.

### **Practice the 24-hour rule when upset**

Try to follow the rule: "If you compose an email in anger, wait a predetermined period of time before sending it."

It's never a good idea to send an email when you're angry. Those emails are rarely good for business. Waiting at least 24 hours will save you having to apologize and have to mend fences. 24 hours is usually enough time to see the situation with a better perspective.

## Suggested activities for learners

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### Activity 3-1

Materials/Equipment: Whiteboard, pens, pieces of paper x 2 colours, magnets

Each participant receives 3 pieces of colour paper from both colours (for example: 3 p. x blue colour paper and 3 p. x yellow colour paper = 6 pieces total) and a pen.

Participants are asked to write on each yellow piece of paper one advantage of on-line communication and on each piece of blue colour one disadvantage of the on-line communication.

Pieces of paper are collected and grouped by the mentor or selected participant on 2 different sides of the whiteboard using magnets.

A group discussion is following the presenting of the results.

Question for the discussion:

- Are advantages more than disadvantages or the contrary?
- Why?
- What kind of communication do you prefer when working/studying? Why?

### Activity 3-2

Materials/Equipment: Computers with internet connection

Homework and work in classroom.

Divide participants into pairs and ask each of them to write an e-mail to his partner. In the content of the e-mail each participant has to describe with 5-6 sentences his previous learning day.

Each participant have to analyze the e-mail of his partner trying to prepare a written answer the following questions:

- Were his emotions positive or negative?
- Was my partner satisfied by the previous learning day?
- What was not written in the e-mal, but transferred by other means?

On the next teaching day each participant has to read his partner brief analysis and answer were his impressions correct or not.

A group discussion is following the work in pairs.

Questions for the discussion:

- Were the emotions of your partner obvious in the e-mail?
- What was difficult to be seen?

### Activity 3-3

Materials/Equipment: Eye bandage

Cover the eyes of one person and ask her/him to sit on a chair in the middle of the classroom.

Ask the rest of the group to stand up and to form a line not far from her/him.

Choose one or two person and ask them outside the classroom to be smiley when presenting themselves (to have a smile when they speak).

When ready each learner has to present her/himself with 2-3 sentences (name and preferred colour or song ...).

Change roles with other participant in the group.

At the end discuss with the group the results.

- Was it easy to guess which the smiling person was?
- Why not?
- What can you know about the persons' emotions/feelings just by the tone of the voice?

### Activity 3-4

Materials/Equipment:

"Smiley" and "sad" faces (according to participants in the group), magnets/pins, white/corkboard

Each participant has to choose and put a "smiley" face if she approves the use of emoticons in official e-mails or "sad" face if she/she disapproves the use of emoticons in official e-mails.

Follows a group discussion on the following topic:

- "Is the use of emoticons looking professional or unprofessional when working or learning?"

### Activity 3-5

Materials/Equipment: Computers with internet connection

Homework.

Look through your sent e-mail folder.

Choose an official e-mail that you have sent in the last week/month. Try to rewrite it explaining clearly by words your emotions/feelings.

### Activity 3-6

Materials/Equipment: None

Divide the participant in a group of 3 persons.

Distribute the roles in the group: 1 x "speaker", 1 "listener" and 1 x "observer".

Each speaker has to describe her/his worst travel for about 3 minutes.

Each "listener" has to try to use questions/phrases that provoke emotions/feelings.

Meanwhile the "observer" is looking for words/phrases that are describing/provoking emotions/feelings by both sides.

After a short time, change the roles.

Each group has to summarize the results and to present them to the group.

- How often the "listener" used questions/phrases that provoke emotions/feelings?

- How these questions may influence the whole story?
- Was the story more emotional and complete?
- What do you conclude?

### Activity 3-7

Materials/Equipment:

Different objects (cell phone, deodorant spray, toy, pen,...).

Divide the group in pairs.

Provide each pair with 2 objects (for ex. a cell phone and a toy).

Ask each person from the pair to try to sell one product to the other by describing its qualities.

Ask the “buyer” NOT to show any sign of approval or disapproval/ emotions while the “seller” is speaking.

Change roles using the other object.

Discuss with the whole group:

- Was it difficult to “sell” the product to the “buyer”?
- What feelings provoked the missing feedback?
- Do you felt uncomfortable in front of a person who is not showing any emotions?
- Do these provoked negative feelings towards the “buyer”?

### Activity 3-8

Materials/Equipment: Computer with internet connection

Homework.

Look at your personal Email and check you Sent items folder. Count what is the average time/delay for answer your new messages.

Present results to others participants and discuss the optimal delay for answering the messages.

### Activity 3-9

Materials/Equipment: Whiteboard, pens.

Homework.

Ask each participant to create for the next learning session an official letter for a selected by you topic, using as much as different abbreviations as possible.

Give the letter to another learner and ask her/him to read it loud decoding the abbreviations. Count the number of mistakes and discuss with the group the use of abbreviations in the learning process.

With the group make a brainstorming on the abbreviation most often used in e-mails and chat.

Create a list and distribute it to the participants.

## 4. LIFELONG LEARNING AND INDIVIDUAL LEARNING NEEDS

A – 3 learning hours	B – 3 learning hour
<ul style="list-style-type: none"> <li>• <b>Learning in rural environment</b></li> <li>• <b>Lifelong learning</b></li> <li>• <b>Developing the needs of group members</b></li> </ul>	

### 4.1. Learning in rural environment

**Why it is needed? Because change is the only certainty.**

It is common knowledge that the success and wellbeing of people in the future workplace depends on their ability to adapt to change. The key to adapting to change is learning; to be open to learning and able to build and use new skills and knowledge.

Knowledge and skills come in many guises, some are acquired through studying others through working and living, but none of them are worth much without the understanding that makes us able to solve problems; the ability to connect and see the context and to evaluate solutions. That is apply our knowledge and skills.

### Globalization and the individual

The last decades have been a time of increased globalization, both in the marketplace with international trade and multinational corporations, in the workplace with migrant workers and in private life with access to media on a worldwide basis and increased travel opportunities. It is therefore important for individuals to learn about their world, to be able to communicate and connect with people across borders and languages.

This is however nothing new, our ancestors travelled widely and sought their fortunes far afield. The areas connected through projects have a common heritage in seafaring, trading and emigrating. Today it is possible to maintain the traditions of broadening one's horizons through learning and sharing to a greater degree than these areas have ever known before.

### Rural development

Rural areas worldwide have been threatened by urbanization, that is wealth and opportunity seem more readily available in urban areas. Rural areas suffer depopulation and need regeneration to be viable alternatives for living, conditions have led many people to lose faith in the future prosperity of their communities.



Perhaps the most important step in rural development is to build faith again, by learning and by networking we build that community which has eroded.

Learning is the key for rural people to open the door to opportunity. The more she knows and the more she is to do, the better able she is to make a good living. This is what is needed in rural areas, people with knowledge, skills and the confidence to use them. And they need to get to know others in similar situations, to share with them their successes and their failures.

### **Networking world**

We networked through the ages, today we need to do so to empower ourselves as rural people to make a good living. The problems that face people in the island or rural communities of European countries are in many ways similar – the network is to help us find common ways to tackle these problems. Together we are stronger and project aims to build that strength through networking locally and on the transnational level.

One of the features of the ever-changing, globalizing world is that it is not as clear as it was through the ages what community you belong to. You may live in a particular place but not necessarily work there, your passionate interests might have connected you to people in another part of the world and now you can attend a school without ever setting foot on its premises. You have to build your own communities, that is networking.

### **Sustainable development**

The core concept of sustainable development is to hand our world over to coming generations as good and hopefully better state than before. This applies not only to the natural or physical environment, it applies to our communities and our economy as well. The key to sustainable development is that it should be development that does not destroy or erode the resources that it draws upon. Stocks must not be depleted, habitats polluted, heritage lost or communities uprooted.

## **4.2. Learning**

Learning occurs at all stages of our lives. It is informal, occurring naturally in unstructured settings when, for instance, engaging in conversation or watching television. An important part of learning takes place in the home where skills and values of parents or guardians are passed on.

In pre-industrial societies, work skills sufficient to the needs of the young adult were passed on solely in the home. As societies became more industrialised and complex, schooling became more formal and structured. The state began to introduce rules about compulsory attendance and school-leaving age. Such regulations were not always kept, especially in rural communities where children were needed to work on farms during certain periods. In many societies, too, the school was treated as an important mechanism to impart religious or state values, that is as an instrument of a regime, imparting the ideology, values and language of the rulers on a subject people. The history of schooling, therefore, is a complicated one.

One of the important changes of more recent times is the emphasis on adult learning. This, of course, is not a new concept and, especially from the second half of the nineteenth century, adults were able to attend evening classes. In more recent

decades, there is a much more sustained emphasis on adult learning. Phrases like 'Lifelong learning' indeed have become a familiar part of ordinary discourse.

There are many reasons as to why there is such an increase in adult education but for our purposes it is important to note that a changing world of work is one of the key explanations as to why adults take up learning in a formal context. The need to keep up with changes in technology is one of the more persistent reasons as to why people of all ages need to continue to learn. In instances where employers or the market no longer require existing skills, workers need to learn new skills in order to remain competitive in the labor force. An external threat can easily lead to existing skills or types of work becoming redundant. One important way to overcome such diversity is to train in new skills or areas of expertise.

Everyone continues to learn throughout his/her life. Usually the word "learning" brings to mind classrooms, school buildings, facts and figures, definitions and theory.

Years ago as a young child you learned to walk and to speak without the benefit of formal learning. You will continue to learn for the rest of your life in many different situations and it is this that we look at in the unit.

In the area of learning, writers such as Comenius, Piaget, and Vygotsky have recognized the importance of social interaction in the learning process.

Discussion and interaction in a social setting is a necessary component to effective learning. Talking can mediate, act as a catalyst and enable powerful learning to take place

In ROUTES, we hope that you will learn not only from the materials but also from speaking and listening to colleagues in your group.

This approach is not necessarily a natural one, as many Western and European school systems emphasis memory, information and especially individual learning above teamwork and cooperative effort. Thus, working in groups usually takes some effort and preparation-but it is well worth it!

### **4.3. Developing the needs of Group Members**

Any training programme needs to be adapted to meet the learning needs of the particular group and the individual participants

At the beginning of the programme the group leader should carry out a series of simple exercises to:

- Measure the level of experience of the members of the group relevant to the work to be undertaken.
- Make sure that the learning is paced for the group and the individual participants.
- Make any necessary additions or changes to the programme.

It is essential that group members understand the importance of taking responsibility for their own learning. It is also essential that they understand that they need to participate in planning work to meet group members' needs.

Activities for Assessing Needs and Expectations may include:

- Individual SWOT Analysis

- Discussions about programme
- Discussion about different expectations and methods, goals, tasks
- Discussions about programme

Introduce the programme to participants, explaining the aims and setting the scene for adapting the programme to the needs of the group.

If necessary, follow-up meetings can be arranged with the group to discuss changes and adapt the programme to their particular needs.

It is important in this introduction to explain to group members that you want their active participation in planning the programme by finding out what group members expect to learn.

Discussions and activities should be planned so that the attention of the group is held throughout the session, rather than having a captive audience glued to their chairs for long stretches of time.

Group members assess and discuss their own individual Strengths, Weaknesses, Opportunities and Threats within the framework of the proposed group work.

This helps to identify levels of experience, areas of need, possible changes in the programme what would benefit the group. It will also highlight any anxieties what group members might have about the learning experience.

### **Different Expectations:**

Members of a learning group do not always feel free to say what they would like the group to be doing. Some people prefer general discussion; others practical activities and other people want to share their own experiences.

It is important that the group leader asks for information as to what people want.

### **Different Strategies:**

Even if members of a group agree on goals, sometimes it is hard to agree on tasks to achieve the goals, because of the different approaches members might have

It may be that a group works well if the leader sets up activities to do together, or suggests that the group prepares individually for a meeting and discusses the progress of their work.

### **Discussing Goals and Tasks**

It is important to take time out from discussing topics to talk about what members actually want to do.

This serves as an ongoing evaluation of the learning programme and allows for flexible planning of future work.

Some useful questions for group members at this point are:

- “What are my goals?”
- “What do I really want from being in the group?”
- “What do I think other people’s goals are?”

The group leader may encounter difficulties if there is denial in the group. The goals of the group may not be OK, but there is no agreement on this. The tendency then is for the group to blame individuals, the materials or the group leader.

The best solution here is for the group leader to focus on positive issues and steer the group back to the discussion topic. Sometimes dropping an issue is the best way to keep conflicts and anxieties under control.

In this situation it is essential for the group leader to have someone to talk through experiences with, to identify if there is a way forward or if this is just a difficult group.

It is wise to remember that some groups never seem to come together, even with the best-trained leader.

A particular mix of personalities, or differing expectations and needs can cause this. It may be that the subject matter is of no interest to the group.

Sometimes, although it is a difficult decision, it may be best to bring group meetings to an end. An evaluation can take place at this point to look at the best way forward. There is no need for blame, but rather an objective look at the situation, which creates a win – win scenario for everyone.

There should perhaps be an initial meeting of each learning group to introduce the aims of the training and to agree on issues like the length and time of meetings.

This meeting even if it is held at the beginning of the first session will help to give the learners “ownership” of the group and encourage active participation.

### **Identify Target Participants**

The first task of a group leader in creating a good learning climate is to identify who the target group is.

There are some clues as to how to make the group feel at ease as soon as possible with each other to make the work more effective in session 2.6.

If the group is an informal group made up of people who don't normally get together, the approach to setting up the group would be different from meeting with a group of people who all know each other and have already established relationships.

External circumstances can influence how the group functions.

For instance, if the learning group are all young parents, has childcare been arranged so that the group participants can concentrate fully on the learning material and be in attendance for the required time.

### **Arrange Suitable Meeting Times**

It is important to arrange meeting times to suit the needs of the group

Again if it is a group of parents then perhaps the meetings should be held in school hours, or if the group are mostly craftspeople who are busy in the workshop a suitable time should be agreed that fits in with the majority of work schedules.

It is also important to consider who the participants are when setting up the length of meeting times.

The physical surroundings should be pleasant and comfortable so that participants can relax and concentrate on group work.

### **Ideal Group Size**

The minimum size group to stimulate healthy discussion is 6 to 8. The ideal group size is 10-12, with one or two informal leaders. The group can be split into 2-3 smaller discussion groups when appropriate.

The aim of the leader should be to encourage all members of the group to take responsibility for the discussion.

### **Motivating and creating a positive climate:**

"A lot of things you can't really teach. All you can do is create a situation where if people want to learn, they can" (*The Horse Whisperer*)

From the beginning groups will have different levels of motivation for learning. By carefully assessing needs and expectations using the techniques of SWOT analysis and brainstorming, group leaders can decide the level at which learning in the group can take place.

Group leaders should be trained to support and value individual members and their different personality styles and should make the group aware of these different styles through exercises.

If it is clear from the beginning that the ethos of the group is to learn and discuss in an atmosphere of support and encouragement rather than criticism and judgement, and that each person will be respected for his or her unique contribution to the group, then individual and group motivation should be high.

The learning experience will then be a success!

### **Suggested activities for learners**

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#### **Activity 4-1. Discussion about learning**

Classroom: Flipchart and markers

Pairs, followed by whole group discussion.

Moodle: discussion forum or wiki

Think about the first time you used a computer, the Internet, cash machine at the bank, your bankcard, etc.

- When did you first travel by plane, leave the country?
- How did it feel when you did these for the first time?

Make a list of feelings (experiences).

#### **Activity 4-2. Learning needs analysis. Individual SWOT analysis.**

Classroom: Flipchart and markers

Pairs, followed by whole group discussion.

Moodle: wiki or individual exercise

Individual S W O T Analysis

### Activity 4-3.

Classroom: Flipchart and markers

Pairs, followed by whole group discussion.

At this point the whole group or two smaller discussion groups could take part in a brainstorming exercise, using flip charts or whiteboards.

Moodle: wiki or individual exercise

To start the discussion ask the group:

“What do you want to learn and achieve by taking part in ROUTES?”

When the list is complete, discuss with the whole group what the common themes and priorities are and write them on a separate sheet.

Together with the group, identify

- Points of agreement
- Any ideas not commonly agreed on.
- What are the obvious themes and priorities?
- Does anyone have any particular concerns?

### Activity 4-4.

Classroom: Flipchart and markers

Whole group discussion.

Conclusions can be written on a flip chart or whiteboard.

Moodle: wiki or individual exercise

Group discussion on how to agree to differ.

Discuss the following question

“What would I find exciting and satisfying to do in the group?”

Share the ideas.

### Activity 4-5.

Classroom: Flipchart and markers

Moodle: wiki or discussion forum

“My personal pros and cons regarding e-learning”

Group discussions about personal experiences in computer based learning.

### Activity 4-6.

Classroom: Flipchart and markers

Whole group discussion.

Moodle: wiki or discussion forum

Comparison of traditional learning and e-learning.

What differences and similarities you can find?

Roles of teachers, tutors, learners and mentors in traditional, blended and e-learning.



## 5. LEARNING STYLES AND STRATEGIES

A – 4 learning hours	B – 2 learning hour
<ul style="list-style-type: none"> <li>• <b>Different personal learning styles</b></li> <li>• <b>Learning styles models</b></li> <li>• <b>Learner – centered approaches</b></li> <li>• <b>Learner’s need and ICT and Learning in SME-s</b></li> </ul>	

We all use teaching (coaching) and learning skills every day. Everyone continues to learn throughout his/her life.

In this unit you will learn about how we learn and how this may be quite different to our school-based experiences of learning.

In this unit you will begin to think about the best approaches to learning and how to motivate people by responding to their needs.

In this unit we focus on how to discover peoples’ different learning styles.

### 5.1. Different personal styles

A person motivates him or herself using various sentence constructions. What does this mean?

Words reflect the way a person thinks, in the study of languages it is called the surface structure. Every person has his own preferences how to get information, how do control, how to motivate. These are called a person's distinguishing styles.

People’s distinguishing styles can be divided as follows:

- Visual
- Audio
- Kinaesthetic

Some persons need to see the product to make sure – Look what we have here... others want to listen – I’m going to tell you about... Listen how quiet this is..., others want to feel – Feel it yourself..., You can taste it..., It is soft... sweet... smells good... warm...

Visual people remember well diagrams and illustrations; they pay attention new things.

Aural/audio people remember the tone of vocal against the sounds, the changes of turning and speed.

Kinesthetic people learn best by way “hands on”, using experiences.

### **Other distinguishing styles include:**

#### **To something – From something:**

Some people consider an argument that a product helps to “get away” – You won’t get sick anymore... others think it’s important that the product keeps them moving towards something – You will be healthier all the time...

#### **Option – Inevitability**

You are able to choose from different products... This product allows you to choose between... This is exactly what you need... It allows you to organize your everyday life a lot better

#### **Directed to Yourself Vs Directed to Others**

This offers something just for yourself... It enables to do with others, for others...

#### **Independent – A leader - Oriented to co-operation**

You can see for yourself... You are able to operate this yourself... This you can use with other people...

The client prefers dealing either with machines – people – systems

The client is interested in people – things – places – information - activity

The client wishes to have general – detailed description of the product

The client looks for similarities – differences

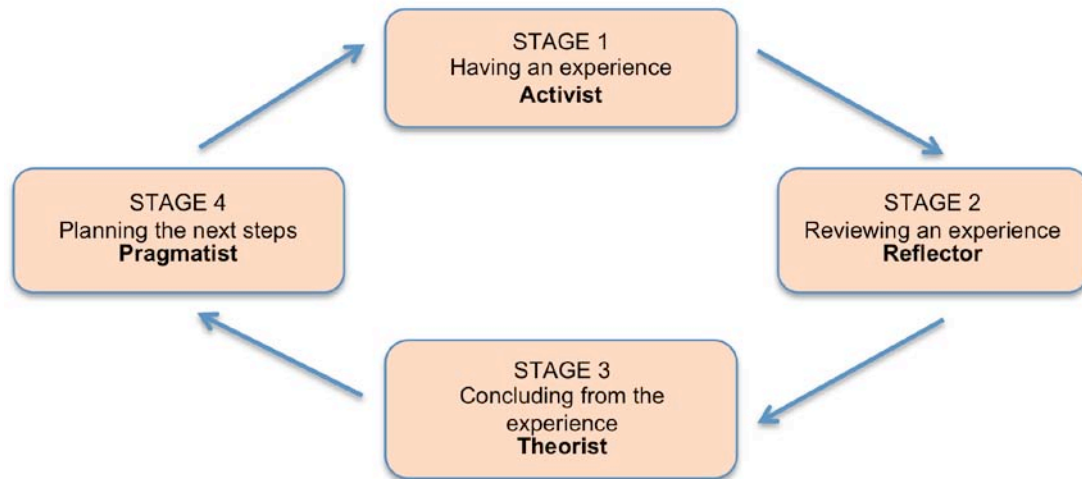
Each person has a different personality type and also a different learning style. In a group, these learning styles can combine to make the whole more effective than the sum of its parts.

## **5.2. Learning styles**

There are many different models of learning styles.

### **Honey and Mumford model of learning styles**

One of them is the Honey and Mumford (1992) model, based on ideas of Kolb (1984). P. Honey and A. Mumford found that different people prefer different ways of learning and that most of people unaware of their preferences. They identified four main learning styles (activist, pragmatist, reflector, theorist) and produced tools for identifying them ([www.peterhoney.com](http://www.peterhoney.com))



**Figure 5-1. Model of learning styles (Honey and Mumford)**

### Activists

Activists are “here and now” people who are keen to try anything once. They tend to act first and think about the problems afterwards (if at all) They are gregarious people who enjoy being the centre of attention. They are excited by anything lively and vibrant but quickly get bored with the routine and mundane. They are creative in their thinking and come up with innovative solutions to problems but lose interest with the implementation or long term consolidation of plans.

### Pragmatists

Pragmatics enjoy new theories and techniques. They can often see instant applications and are keen to try out their ideas in practice. They enjoy the challenge of having a problem to solve and quickly come up with practical solutions. They are rather impatient with long-winded planning and discussion, preferring to “get on with the job”. They are tightly focused – concentrating on the job in hand until it is completed. This can sometimes result in tunnel vision. Pragmatists are often task-oriented rather than people oriented.

### Reflectors

Reflectors like time and space to think things through before coming to a conclusion. They listen carefully and gather information to help them make rational and considered judgments. They prefer to act as observers rather than be involved in the thick of things. Because they often adopt a low profile, they may be thought of as quiet or shy. Nevertheless “still waters run deep” and their considered opinions should not be ignored. Reflectors often find it difficult to make decisions.

### Theorists

Theorists have a methodical and logical approach to most things. They like to analyze ideas in a detached way, asking questions and making mental connections until they have integrated new theories into comprehensive overview. They are not usually happy with intuitive thinking or subjective judgments. They are often perfectionists with set ways of doing things. Theorists pay attention to detail, which

can be of great benefit – or may serve to slow them down and stand in the way of creativity

### **Dunn and Dunn model of learning styles**

The Dunn and Dunn (1999) model of learning styles identified seven dimensions of learning: perceptual, information processing, problem solving, environmental, physiological, emotional and sociological.

**Table 5-1. Dunn and Dunn learning style preferences.**

<b>Learning dimension</b>	<b>Learning style preferences</b>	<b>Implications for course developers</b>
Perceptual	Auditory Visual – picture Visual – text Tactile +/- or kinesthetic Verbal kinesthetic	Provide learning and teaching materials in a variety of alternative formats.
Information processing	Analytical –step-by-step Global – metaphor, “big picture” Integrated – analytical + global	Provide alternative routes through the learning process so that individuals may start with the big picture or develop a step at time
Problem solving	Reflective Impulsive	Provide space for reflection in the course as well as opportunities for action.
Environmental	Sound Light Temperature Seating	Ensure that learning environment is comfortable and that it is possible to alter the physical environment. Provide the learners with choices about where they learn.
Physiological	Time of day Intake Mobility	Provide the learners with choices about when they learn. Provide spaces where they may eat and drink while they learn. Enable them to move about.
Emotional	Motivation Persistence Conformity Structure	Acknowledge that different learners are motivated in different ways. Provide positive feedback. Provide structure and scaffolding for learners.
Sociological	Team Authority	Enable learners to work in different groupings, e.g. individually, in pairs, small and

	Variety	large groups. Provide them with access to a tutor or facilitator. Provide variety, e.g. guest speakers, different types of learning activities.
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It may be used by developers of blended learning programmes to ensure that they provide a variety of different types of learning situations so that, at very least, they meet the needs of some of the learners some of the time.

Successful programmers will enable learners to take their preferred route through a rich mixture of learning activities that will appeal to a wide range of learning styles. In practice it is probably impossible to design blended learning programme that covers all the earning styles preferences at all times. So, most programme designers attempt to meet the needs of different learning style preferences at some stage in the learning process.

### 5.3. Learner – centered approaches

The past decades has seen a shift in thinking about teaching and learning from transmission-oriented pedagogy to one that is more open and involves students as active participants in the construction of knowledge and meaning.

Learner-centered pedagogies are concerned with enabling individuals to experience active and relevant learning experiences.

Three of the basis tenets of learner-centered pedagogies:

- The learner is actively involved in the learning process
- Learning is based on real-life and authentic situations that are relevant
- Learning is a social process.

Actively engaging learners in the learning process means that they are more likely to become motivated to learn and to fully participate in the learning activities. This is the set of ideas underpins approaches to learning such as inquiry-based learning, problem-based learning, project-based learning, and cooperative and collaborative group learning, and also communities of practice. These approaches to learning tend to involve real-life problems and group work. Learner-centered pedagogies place the learners and their interests at the heart of the learning process. This means that learning programmes are likely to begin by establishing the learners' starting positions, e.g their current knowledge and skills, and then go on to identify their goals and outcomes. The learning process is likely to be based on real –life and authentic situations that are relevant to the individual learners. This process may involve the learners in discussions about their starting points and learning requirements, and it may mean that identify how they will achieve their learning goals.

In the learner-centered model of learning, individuals learn as a result of interactions with others, and what we learn, depends on who we are, what we want to become and what we value.

### Principles of learning:

- Learning is fundamentally social.
- Learning is integrated into the life of communities.
- Learning is the act of participation.
- Knowing depends on engagement in practice.
- Engagement is inseparable from empowerment.
- Failure to learn is the result of exclusion from participation.
- People are natural lifelong learners.

Knowledge is not a product to be accumulated but an active process in which the learner attempts to make sense out of the world.

People acquire knowledge in forms that make sense to them and enable them to use it in meaningful way in their lives.

The construction of knowledge is based on collaboration and social negotiation and meaning. Common understanding and shared meaning are developed through discussions with peers and tutors.

This suggests that in discussions it is important to create a learning environment that will enable students to work in learning groups and:

- exchange their own world maps or mental models
- explore their own ideas and meaning of a topic
- identify and explore ideas between theory and practice
- share their work and academic experiences with each other.

### 5.4. Learner's need and ICT and Learning in SME-s

Factors that impact on the key question of how learning is perceived.

#### Business sector

In most business sectors there was a legal requirement for SMEs to train their personnel. This is especially true in the food sector. When training is highly standardized e-learning seems to be more accepted.

#### Size

Small (micro) SMEs do not have people responsible for learning.

#### Management

Attitude of management, especially in the smaller companies, was seen to be one of the key factors. The more focused on innovation and development they are, the more likely there was to be a focus on learning and the use of ICT.

#### People

The learners are indeed adults and therefore there is some similarity in learning style. It is necessary to consider the following issues:

- 1) adults need to be involved in the planning and evaluation of their instruction



- 2) experience (including mistakes) provides basis for learning activities
- 3) adults are most interested in subjects that have immediate relevance to their job or personal life
- 4) adult learning is problem-centered rather than content-centered

### **Employer**

Although most of the employers think learning is very important for the company and the personal development of employees, sometimes they refer to cost or lack of time as a reason for the company not offering learning opportunities to the employees. Often the need for learning is resolved by seeking the necessary skills outside the enterprise.

### **Costs**

Entrepreneurs frequently view learning as a cost and not as an advantage. It is common to consider online training as a way to cut training costs.

### **Employees**

Job type, social context, work organization, and learning culture of the SME and business sector all have a deep effect on the learning behavior of the workers. Most employees think it is useful to attend courses. However, few employees have a positive view towards e-learning (Attwell 2007). Fear of isolation and importance of the social context in learning are probably the key reasons why they say they prefer traditional courses to ICT based learning.

### **Age**

In some cases the level of familiarity with ICT and hence with e-learning was cited as a difference between generations.

### **Education**

The level of previous education has profound affect on motivation and attitudes to learning. There is strong correlation between the level of prior educational attainment and the attitude to ICT.

### **ICT skills**

A positive attitude towards e-learning is often connected with confidence in using ICT tools.

### **Recognition of competences**

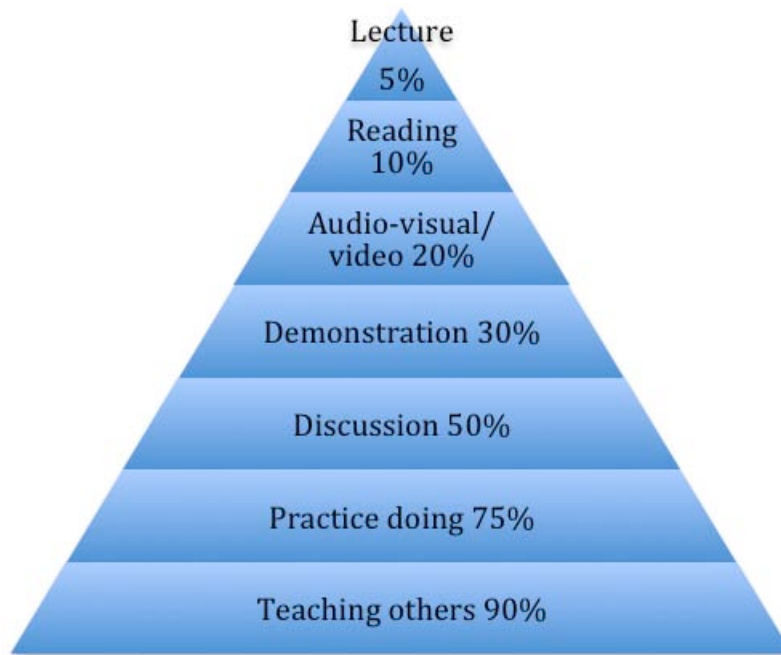
Formal recognition of competences acquired during training seems to affect the motivation of employees to learn, especially if the training is outside working hours.

### **Lack of time**

Lack of time is often said to be a reason why employees do not follow course.

## **5.5. Different teaching/learning strategies**

Using different ways of teaching we get different results. How much learners learn?



**Figure 5-2. Learning pyramyd**

I hear and I forget. I see and I remember. I do and I understand. (Confucius)

### Suggested activities for learners

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#### Activity 5-1

Classroom: Flipchart and markers

Pairs, followed by whole group discussion.

Moodle: discussion forum or wiki

Try to understand clients distinguishing styles by the reading the following sentences:

- I would like a definite and logically built product
- I want something that enables me to interact with my girlfriends while working
- I want to organize my life better
- I'd like something fantastic
- I want something for myself
- What choices do you provide?
- Something that I can use in a damp room
- Something with lots of additional features and a proper manual
- It should be practical
- What are the general good sides of this product?

- How exactly does this work?
- I'd like something like I had before it was good
- Something different, that not everybody has

### Activity 5-2

Classroom: Flipchart and markers

Pairs, followed by whole group discussion.

Moodle: discussion forum or wiki

Write an advertisement (perhaps accommodation in a farm) to clients with different distinguishing styles. It is better to do this task in pairs or subgroups. Every pair or subgroup chooses 2-5 styles.

Bring the groups together at the end to compare notes on a flipchart or whiteboard.

### Activity 5-3

Classroom: Flipchart and markers

Pairs or small groups, followed by whole group discussion.

Moodle: discussion forum or wiki

Stories about learning experiences

Everyone in small group (2-4) is telling the story about exciting learning experience from their past.

Analyze in small groups about learning strategies and styles based on stories of participants. Choose the best story and present it for whole group.

### Activity 5-4

Classroom: Flipchart and markers

Moodle: discussion forum or wiki

A chapter from text book or Moodle course.

Discussion about aims, content, methods and potential learning outcomes in this particular learning material.

Evaluation of this learning material regarding personal learning styles preferences by persons.

### Activity 5-5

Classroom: Flipchart and markers

Pairs or small groups, followed by whole group discussion.

Moodle: discussion forum or wiki

One learning outcome (for example any chapter of this learning material), create the content for learning in 3-5 different ways, based on differences of preferred learning styles

## 6. MOTIVATION

A – 4 learning hours	B – 4 learning hour
<ul style="list-style-type: none"> <li>• <b>What is motivation?</b></li> <li>• <b>Motivation theories</b></li> <li>• <b>Motivation process</b></li> <li>• <b>Learning motivation</b></li> <li>• <b>Enhance learning motivation</b></li> <li>• <b>E-learning tips and techniques for motivating online learners</b></li> </ul>	

### 6.1. What is the motivation?

Motivation is a term that refers to a process that elicits, controls, and sustains certain behaviors.

According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion.

Motivating and motivation both deal with the range of conscious human behaviour somewhere between two extremes - reflex actions and learned actions.

#### Components of Motivation

There are three major components to motivation:

- activation;
- persistence;
- and intensity.

Activation involves the decision to initiate a behavior, such as enrolling in a psychology class.

Persistence is the continued effort toward a goal even though obstacles may exist, such as taking more psychology courses in order to earn a degree although it requires a significant investment of time, energy and resources.

Finally, intensity can be seen in the concentration and vigor that goes into pursuing a goal. For example, one student might coast by without much effort, while another

student will study regularly, participate in discussions and take advantage of research opportunities outside of class.

### Factors influencing motivation

Furthermore, literature distinguishes **2 types of factors** that influence motivation:

- **intrinsic** – self generated factors (responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work, opportunities for advancement) – they have a deeper and longer-term effect;
- **extrinsic** - what is done for people to motivate them (rewards, promotion, punishment) – they have an immediate and powerful effect, but won't necessarily last long.

Motivation is a human psychological characteristic that contributes to a person's degree of commitment. Factors that cause, channel and sustain human behaviour in a particular committed direction.

Conscious and sub-conscious behaviour.

## 6.2. Motivation theories

Each theory attempts to describe what human beings are and what they can become. Most influential is the

### Needs (content) theory

- The underlying concept is the belief that an unsatisfied need creates tension and a state of disequilibrium. To restore balance, a goal is identified that will satisfy the need and a behaviour pathway to this goal is selected.
- All behaviour is motivated by unsatisfied needs.
- People will be better motivated if learning experience satisfies their needs and wants.

### Maslows hierarchy of needs

Self-fulfilment

Esteem

Social

Safety

Physiological

- If a lower need is satisfied the next higher one becomes dominant.
- Higher-order needs provide greatest motivation.
- Different people may have different priorities.

### Alderfer's ERG Theory

About subjective states of satisfaction and desire.

3 primary categories of human needs:

- **Existence needs** – need for material and energy exchange;

- **Relatedness needs** – transactions with human environment, process of sharing or mutuality;
- **Growth needs** – people make creative or productive efforts for themselves.

### **McClelland's needs**

Based mainly on studies of managers.

3 most important needs:

- **achievement** – need for competitive success measured against a personal standard of excellence;
- **affiliation** – need for warm, friendly relationships with others;
- **power** – need to control and influence others.

### **Herzbergs two-factor model**

**Motivators** – factors that really motivate people.

**Hygiene factors** – dissatisfiers; their absence would demotivate people, but their presence not necessarily improves motivation; essentially describe the environment, little effect on positive attitudes.

### **Process cognitive theory**

Emphasis on psychological processes that effect motivation and on basic needs.

Concerned with peoples perceptions and the way they interpret and understand it.

People will be highly motivated if they can control the means to attain their goals.

### **Expectancy theory**

Value, instrumentality (belief that if we do one thing it will lead to another), expectancy (probability that action or effort will lead to an outcome).

Strength of expectations may be based on past experiences.

Motivation is only likely when a clearly perceived relationship exists between performance and an outcome that is seen as a means of satisfying needs.

Two factors determining the effort people put into their jobs:

- Value of rewards to individuals in so far as they satisfy their needs
- Probability that rewards depend on effort, as perceived by individuals, their expectation about relationships between effort and reward

Two additional variables:

- Ability – individual characteristics and skills;
- Role perceptions – what he wants to do or thinks he is required to do, good if they correspond with the viewpoint of the organisation

### **Goal theory**

Motivation and performance are higher when individuals are set specific goals.

Goals have to be difficult but accepted.

Feedback on performance.



Participation in goal setting is important – goals need to be agreed.

As long as they are accepted – demanding goals lead to better performance than easy goals.

### **Reactance theory**

Individuals are not passive receivers but responders.

They seek to reduce uncertainty by seeking control about factors influencing rewards.

### **Equity theory**

Involves feelings and perceptions, is always a comparative process.

People will work better if they are treated equitably.

Two forms of equity:

Perceptions people have about how they are being treated as compared.

- **Distributive** – fairness people feel they are rewarded in accordance with their contribution and in comparison with others.
- **Procedural** – perceptions of employees about fairness of company procedures.

We hope/expect that the inputs we give into our job equal the outputs we get.

### **Other theories**

**Behavioral theory:** behavior is learnt from experience, learning takes place mainly through reinforcement.

**Social learning theory:** significance of reinforcement as a determinant of future behavior, importance of internal psychological factors, esp. expectancies.

**Attribution theory:** explanation of performance after we have invested considerable effort and motivation in a task; 4 types of explanations: ability, effort, task difficulty, luck; motivation depends on the factor used to explain success or failure.

## **6.3. Motivation process**

The motivational process is the steps that a person undertakes in order to get motivated or motivate other people.

If properly motivated learners can achieve incredible results in different areas. Like any other process it takes a little work and foresight and planning. However, the return on the investment of time is significant, and it is important when needing extra motivation in our learners.

The motivational process includes

### **1. Determining what you want to be accomplished - this is the specific goal.**

The motivational process is not best for general motivation, but does wonders when you need to get your learners motivated to do a specific task, or reach a specific goal.

## 2. Making up the steps to get to your determined goal, little by little.

These are the little things you need to do, like read your goals each morning. This is an important part of the motivational process because this is the part that breaks the task up in to manageable and convenient sized pieces. When you look at the task at hand in little, manageable segments, it does not seem as overwhelming, and thus it is easier to stay focused and motivated.

## 3. Removing distractions so that the person stay motivated.

This is key to the motivational process. Getting motivated does little good if the person can't stay motivated, so this part of the process is where you remove the things the ruin your ability to stay focused and stay motivated.

By learning about the motivational process you recognize the steps to get motivated so you can apply it to the situations and parts of your life that need motivation.

## 6.4. Learning motivation

**Motivation** is a critical component of **learning**. Learning motivation "refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process". It is what gets students to engage in academic activities, keeps them trying when things get difficult, and determines how much they learn. Students who are motivated to learn something use higher cognitive processes in learning about it. Motivation to do something can come about in many ways. It can be a personality characteristic or a stable long-lasting interest in something.

### What motivates learners to learn?

Among theories and approaches to student motivation, some tackle the problem from a psychological perspective and some from a physiological perspective. Here is a brief overview:

#### Psychological

- **Behavioural theory:** Learning motivation is a result of reinforcement. Students who have been rewarded for learning, for example, by receiving good grades or the praise of people important to them will be motivated to learn.
- **Humanistic theory:** From Maslow's perspective, learning motivation is a satisfaction of needs and an attempt to fulfil one's total potential as a human being. Students who feel they are loved and that they are capable are more likely to have a stronger motivation to search for knowledge and understanding for their own sake or a stronger desire to develop their own potential.
- **Attribution theory:** Learning motivation as a matter of how learners account for their past successes or failures. Students who attribute their success or failure to effort or learning strategies rather than to their perception of their ability, luck and/or task difficulty will be more eager to learn and will not give up easily.
- **Expectancy-value theory:** Learning motivation is learners' expectation and valuing of success. Students will be more involved in learning if they value

either the outcome or the process of learning and they expect that they will be successful.

### Physiological

- **Brain-based learning:** The use of different tasks and activities, for example, incorporating movement in learning and providing students with opportunities to experience and celebrate success can regulate the natural production of various neurotransmitters. Among these neurotransmitters, Dopamine and Serotonin are most related to motivation. The brain's natural reward system produces these chemicals whenever a person experiences success and as a result, the efficiency of the brain will be enhanced.

**Basic principles of motivation** exist that are applicable to learning in any situation.

#### **1. The environment can be used to focus the learner's attention on what needs to be learned.**

Teachers who create warm and accepting atmosphere will promote persistent effort and favorable attitudes toward learning. This strategy will be successful with children and with adults. Interesting visual aids, such as booklets, posters, or practice equipment, motivate learners by capturing their attention and curiosity.

#### **2. Incentives motivate learning.**

Incentives include privileges and receiving praise from the mentor. The mentor determines an incentive that is likely to motivate an individual at a particular time. In a general learning situation, self-motivation without rewards will not succeed. Learners must find satisfaction in learning based on the understanding that the goals are useful to them or, less commonly, based on the pure enjoyment of exploring new things.

#### **3. Internal motivation is longer lasting and more self-directive than is external motivation, which must be repeatedly reinforced by praise or concrete rewards.**

Some individuals - particularly children of certain ages and some adults - have little capacity for internal motivation and must be guided and reinforced constantly. The use of incentives is based on the principle that learning occurs more effectively when the student experiences feelings of satisfaction. Caution should be exercised in using external rewards when they are not absolutely necessary. Their use may be followed by a decline in internal motivation.

#### **4. Learning is most effective when an individual is ready to learn, that is, when one wants to know something.**

Sometimes the learner's readiness to learn comes with time, and the mentor's role is to encourage its development. If a desired change in behavior is urgent, the mentor may need to supervised directly to ensure that the desired behavior occurs. If a learner is not **ready to learn**, he or she may not be reliable in following instructions and therefore must be supervised and have the instructions repeated again and again.

#### **5. Motivation is enhanced by the way in which the educational material is organized.**

In general, the best organized material makes the information meaningful to the individual. One method of organization includes relating new tasks to those already known. Other ways to relay meaning are to determine whether the persons being taught understand the final outcome desired and instruct them to compare and contrast ideas.

### **Learning motivation and the importance of goal setting.**

None of the techniques will produce sustained motivation unless the goals are realistic for the learner. The basic learning principle involved is that **success is more predictably motivating than is failure.**

Ordinarily, people will choose activities of intermediate uncertainty rather than those that are difficult (little likelihood of success) or easy (high probability of success). For goals of high value there is less tendency to choose more difficult conditions. Having learners assist in defining goals increases the probability that they will understand them and want to reach them. However, students sometimes have unrealistic notions about what they can accomplish. Possibly they do not understand the precision with which a skill must be carried out or have the depth of knowledge to master some material. To identify realistic goals, mentors must be skilled in assessing a learner's readiness or a learner's progress toward goals.

- **Because learning requires changes in beliefs and behaviour, it normally produces a mild level of anxiety.**

This is useful in motivating the individual. However, severe anxiety is incapacitating. A high degree of stress is inherent in some educational situations. If anxiety is severe, the individual's perception of what is going on around him/her is limited. Mentors must be able to identify anxiety and understand its effect on learning. They also have a responsibility to avoid causing severe anxiety in learners by setting ambiguous or unrealistic goals.

- **It is important to help each learner set goals and to provide informative feedback regarding progress toward the goals.**

Setting a goal demonstrates an intention to achieve and activates learning from one day to the next. It also directs the learner's activities toward the goal and offers an opportunity to experience success.

- **Both affiliation and approval are strong motivators.**

People seek others with whom to compare their abilities, opinions, and emotions. Affiliation can also result in direct anxiety reduction by the social acceptance and the mere presence of others. However, these motivators can also lead to conformity, competition, and other behaviors that may seem as negative.

- **Many behaviours result from a combination of motives.**

It is recognized that no grand theory of motivation exists. However, motivation is so necessary for learning that strategies should be planned to organize a continuous and interactive motivational dynamic for maximum effectiveness. The general principles of motivation are interrelated. A single teaching action can use many of them simultaneously.

Finally, it should be said that an enormous gap exists between knowing that learning must be motivated and identifying the specific motivational components of any

particular act. Mentors must focus on learning patterns of motivation for an individual or a group.

### 6.5. Motivation and learning by time period.

Motivation for learning is not the same in different time periods. In order to achieve best results mentors need to use different strategies.

#### **Before the training course**

- Know the intended learner
- Know the work environment
- Match learners' values and motives
- Prepare the work environment
- Apply both push and pull strategies
- Include non-instructional strategies

#### **During the training course**

- Provide a learning portal
- Create a conducive environment
- Chunk the information
- Build on the familiar
- Vary the stimulus
- Give legitimate feedback
- Provide the human touch
- Provide a social context
- Build opportunities for fun
- Make it timely

#### **After the training course**

- Stimulate curiosity
- Celebrate successful completion of the training
- Provide support when the learner returns to the workplace
- Reinforce the learning
- View e-learning as a process not an event
- Measure motivation to transfer
- Investigate the meta-cognitive strategies used by your learners

## 6.6. Enhance learning motivation

The most important types of motivation for educational psychology is achievement motivation, peoples tendencies to strive for success and choose activities that are goal oriented.

The main difference in achievement is the difference in how someone is motivated. Some people are motivated to learn, while others are motivated to perform well and get a good grade. It is important that mentors should try to convince these learners that learning rather than grades are the purpose of academic work. This can be done by emphasizing the interest value and practical importance of the material that the learners are studying and by de-emphasizing grades and other rewards.

It has also been seen that teachers' expectations of their learners have an effect on student motivation. Research has generally found that students will live up or down to their teachers' expectations for them, particularly in younger grades when teachers know relatively little about their students' levels of achievement. In order to make sure that students will achieve teachers have to communicate positive expectations to them - that they feel that students can learn the material.

There are different ways to communicate positive expectations for their students.

These include:

- Wait for the student to respond to a question.
- Avoid making distinctions of achievement among students. Assessment and results should be a private matter.
- Treat all students equally. Call on all students regardless of achievement levels, and spend equal amounts of time with them. Guard against biases.

### Motivation to learn

You can present a lot of good information in your e-learning courses, but you can't really control whether or not a person learns from them. The learners own what they learn and much of it is determined by their level of motivation.

The good news is that while you can't make a person learn, you can create an environment that is more conducive to learning. You do this by tapping into the learner's motivation. Mentors job is to figure out what will motivate his/her learners and then use that angle to lure them into the course.

Typically, people are motivated when their learning has meaning. For example, if I know that passing a course will equate to an increase in my income, I am motivated to pass the course. The same can be said for being motivated by personal safety.

Sometimes the course itself is interesting enough and useful enough for a student to be motivated to do well in it. However, much of what is learned in school is not inherently interesting to most students. For this reason a variety of incentives and rewards for learning are introduced. These might be praise, grades, recognition or prizes. However, it has been researched whether or not extrinsic rewards end up decreasing intrinsic motivation. There are ways to enhance intrinsic motivation in learning process:



**1) Arouse interest:** It is important to convince learners of the importance and interest level of the material that is about to be presented, to show that the knowledge to be gained will be useful.

**2) Maintaining curiosity:** A skilful teacher will use a variety of means to further arouse or maintain curiosity in the course of the lesson. The use of demonstrations helps to make students want to understand.

**3) Use a variety of interesting presentation modes:** The motivation to learn is enhanced by the use of interesting materials, as well as by a variety in the way that material is presented. For example a teacher can use films, guest speakers, demonstrations and so on, in order to maintain interest in a subject. However, all of these different materials need to be carefully planned and should all focus on the course objectives and complement each other.

**4) Help learners set their own goals:** People will work harder for goals that they have set for themselves, than if they were set by others.

**5) Express clear expectations:** Learners need to know exactly what they are supposed to do, how they will be evaluated, and what the consequences of success will be. Failure often stems from confusion about what was asked of them.

**6) Provide clear feedback:** Feedback can serve as an incentive. It can be an adequate reward in some cases. Feedback must be clear and specific and given close in time to the performance. It should be informative and motivational and help by giving them suggestions for future success.

**7) Increase the value and availability of extrinsic motivators:** Learners must value incentives that are used to motivate them. For example, some learners may not be all that interested in receiving teacher praise and grades, but might value notes, more recess time or special privileges.

## 6.7. E-learning tips and techniques for motivating online learners

E-learning courses need not only to be effective, but also to be fun in order to engage the learners. The following are some tips and advice for motivating online learners through effective e-learning course design.

Take the time to understand what's different about teaching learning online and how mentors can use digital technologies to motivate their online learners – this effort will be rewarded by a lower drop-out rate and better grades.

### 1. Learners are social creatures

Motivating online learners by building a sense of community.

Learning is a social business and social interaction is motivating for online learners. Not everyone is sociable and some learners like a bit of peace and quiet to study, but sometimes is very productive to have others to learn alongside, to engage in the kinds of conversations that build knowledge. This may seem easy in a classroom and challenging in virtual education, but you can use whole variety of social networks in Internet and to be able to discuss information, compare notes, share ideas, and so on.

Build social interaction into your e-learning course to better motivate online learners. If you are using Moodle, WebCT, Blackboard or a similar virtual learning

environment, make full use of the discussion capability. Get your learners talking! It's best if you can gently steer the discussion so that they stay on-topic and things don't get too heated. Some off-topic chat is fine too. It helps your learners get a sense of interacting with real people, just as if they were in a classroom.

You don't have to stop there, either. If it works in your course, instant messaging or other 'real-time' discussions can help to motivate online learners. You could try Skype, or even ask your learners to keep a blog, and to read and comment on the blogs of others in the group? Another idea is to have a class wiki to which each learner can contribute.

Including different types of interaction keeps things interesting for learners, and this in turn keeps them engaged.

## **2. Know your learners**

Motivate online learners by understanding their needs

This might sound like stating the obvious, but learning is about the learner. In a class group, it can be a lot easier to quickly come to know who your learners are and how they learn best. In an e-learning situation, it takes a little more work.

When it comes to motivating online learners, one size does not fit all. Far better to begin by considering the needs of the entire learning group.

- What must they know in order to successfully complete the course?
- Where may they need some additional support?
- What are the essential things to be learned?

A course that is full of content may look the part, but your learners only have so much time and concentration. Overload them, and they will learn poorly. Each time you're tempted to add something, ask yourself 'is this 100% relevant? Interesting diversions from the main topic can be offered as optional asides, for those who have the time and interest.

## **3. Remember that new technology can be confusing**

Give online learners some time to adjust

It's easy to forget how bewildering new technologies can be. Allow your online learners to get used to the e-learning environment before you ask them to start learning anything specific.

Never take for granted that, because you find something easy, your learners will too.

A first-time experience in an instant messaging environment such as Skype can be confusing for an adult learner, particularly in a large group where messages are appearing at a fast pace. A Virtual Learning Environment can similarly take some getting used to - and learners may be scared of clicking on the wrong tab or button.

Unless they are able to get to grips with the technology, it will serve as a distraction and a frustration, preventing online learners from being motivated and engaged. Start simple, take your time, and be sure to support your online learners in more complex environments such as virtual worlds.

#### **4. Learn from games**

Because learning can be fun!

Children know how absorbing games can be. The funny thing is, many adults think that play is only for children, and that games are bad. Yet research shows that game-based learning strategies can be powerful motivators in education. Consider using some of the following to engage and motivate your online learners:

- Learners earn points or rewards (e.g. virtual gold stars or medals) as they progress and meet their goals;
- Use storytelling to make learning more compelling;
- Role plays and simulations involve learners and test their understanding;
- Design a WebQuest activity for your learners to seek answers using the Internet... or ask your learners to design their own!

#### **5. Reward your learners**

People are motivated by rewards. Figure out what type of reward you can give the learners and then build that into the course. Sometimes the rewards can be timed challenges or reaching a certain level of achievement. Other rewards could be actual merchandise. Rewards don't have to be tangible items. They can be simple things like affirmation and encouragement. The main point is to connect with the learners and find a way to have them feel good about some sort of achievement in your course.

#### **6. Make sure your course has real value**

Before your learners click on that first button, they want to know if the course has any value or benefit. The truth is that most people who take e-learning courses don't see the real benefit and because of that they either aren't engaged with the course or they don't complete it. If it happens to be a mandatory course, then they're just trying to figure out how to click through it as fast as possible.

#### **7. Help your learners perform better**

This ties into the previous point. Your course needs to have value and it needs to be relevant to what your learners do. People will be motivated to take your course and pay attention as they know it will help them perform better.

Mentors' job is to connect the learner to the course content. If s.o. is taking a site safety course, he/she is probably less motivated by clicking a button on a simple assessment than if he/she is thrown into a real life scenario where is challenged to work through some issues similar to what he/she face at work.

#### **8. Set clear expectations for the course**

People tend to be leery of things they don't understand, or if they're not quite sure where they're going. However, once they get a sense of what's going on, they're more apt to be responsive to the course.

If the mentor wants learners to be motivated, then a good way to get them there is to let them know what to expect from the course. The mentor is asking the learners to spend some of their valuable time going through his course. They expect clarity on what they'll do, why, and what type of outcome to expect.

Along with clear expectations is to make sure that the learner knows how to navigate the course. Mentor don't have to create an addendum course on how to click the "next" button, but to he/she don't want to create a frustrating learning experience because the learner doesn't know what to do with the course or how to get through it. One of the best ways to de-motivate your learners is to make your course navigation so confusing that they just leave and never come back.

## 9. Tell them they're wrong

Controversy gets our attention and is a good way to motivate. Challenge what a person believes, or even tell him he's wrong, and you'll see a person motivated to prove you wrong. Of course, this approach needs to be tempered with common sense. However, there is a lot of value in challenging people and what they know. It's just a matter of knowing how to do it in a manner that is appropriate. When a person is challenged it puts them at risk and they tend to pay more attention.

Create an environment where they can safely fail or make mistakes and you'll challenge them and keep them engaged.

These are some basic tips and things to consider when building e-learning courses. What can be done in an e-learning courses to motivate learners depends on the course and the resources available.

## Suggested activities for learners

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### Activity 6-1

**Materials/Equipment:** Flipchart, colour paper, magnets and pens for summary of the discussion.

Distribute 3 colour pieces of paper to each participant. Ask each one to write on each piece of paper one reason for joining this training course and to put them with the magnets on the whiteboard.

Select one learner and ask her/him to group identical answers.

Summarize the results and discuss them with the group.

Questions for discussion:

- How many different answers did you get?
- Which reason is written most often?
- Why there are similar/identical answers?
- Why there are different answers?

### Activity 6-2

**Materials/Equipment:** Flipchart and pens for summary of the discussion.

Make a brainstorming with the participants on factors that influence motivation.

After the brainstorming discuss with the whole group in order to separate the factors to intrinsic and extrinsic.

Summarize the results.

### Activity 6-3

**Materials/Equipment:** Paper copies and pens. **Quiz.**

Use the material in Appendix 3 in order to test the level of understanding of the main motivation theories.

Distribute one paper copy to each learner and ask them to fill it. Filling time: 30-40 min.

Correct the answers together with the learners.

Discuss the points that are not very clear to some of the learners and give additional explanations, if needed.

### Activity 6-4

**Materials/Equipment:** Flipchart/White board, color paper, magnets and pens for summarizing the discussion

**Group discussion.**

Ask the participants to write down on 3 separate colour papers the 3 most important reasons/motives to learn. Group them on the white board and discuss the results with the participants.

Questions for discussion:

- What is your motivation to join this training?
- Why different people have the same motivation for joining the training course?
- What is the most important motive to learn?

Save the results (learning motives list) for further activities.

### Activity 6-5

**Materials/Equipment:** White cardboard – size A1, pens and text markers - different colours, corkboard and pins or whiteboard and magnets, flipchart, other office consumables.

Divide the participants in small groups, depending on the number of learners (2-3 persons per group).

Provide each group with the same materials.

Distribute the list of learning motives, created in the previous activity.

Explain to learners the basic principles of mind mapping and provide examples (from internet or other sources of information).

Ask each group to create on the cardboard a **mind map** presenting main learning motives. Work time: 45 min.

Write on the flipchart the main rules and of the activity.

Ask a representative of the group to present the results of their work.

### Activity 6-6

**Materials/Equipment:** Multimedia projector, screen, computer, flipchart and pens.

#### Homework and work in class.

Write on separate small pieces of cardboard one learning discipline (for ex. biology, chemistry, geography...), according to participant number and put each piece in a different envelope.

Ask each participant to choose one envelope and read for themselves the instructions inside.

Instructions may include:

- Make a list of actions which can create a warm and welcoming atmosphere in the classroom.
- Create a list of equipment, visual aids, posters and other learning material for a “biology” class (depending on the assignment).
- Present the lists to your colleagues and give additional explanations, if needed. Presentation time: max. 10 min.

Discuss with the rest of the group and add actions/ equipment to different lists.

### Activity 6-7

**Materials/Equipment:** Flipchart and pens.

Group discussion in two parts.

Start a discussion on the following topic: “How to know that a learner is not ready/motivated to learn?”

Questions for discussion:

- What are the main symptoms for lack of readiness and will to learn?
- Who is more often not ready to learn – “younger” or “older” students”?
- Is the lack of motivation “contagious” for the others?

Summarize the discussion.

Start another discussion on the topic: “How to understand that a teacher/mentor is not motivated to teach”?

Questions for discussion:

- Are the symptoms similar to these of the learners?
- What is the main reason of loss of teaching motivation?

Summarize and close the discussion.

### Activity 6-8

**Materials/Equipment:** Flipchart and text markers.

Group discussion.



Start a discussion on the following topic: “On which stage of the learning process motivation is needed mostly?”

Questions for discussion:

- Is motivation strategy the same during different periods?
- During which period motivational strategy is considered most effective?
- Why?

Summarize and close the discussion.

### Activity 6-9

**Materials/Equipment:** Flipchart/whiteboard/multimedia projector, pictures and text markers.

Prepare in advance pictures/photographs/symbols that present basic rules of positive communication. Display the on the whiteboard or present them with the multimedia projector during the discussion.

Start a brainstorming session on the following topic: “What are the basic rules of positive communication?”

Discuss over the results.

Questions for the discussion:

- What is the most important rule for positive communication?
- What are the main mistakes when communicating with learners?
- Are there ethic rules when communicating with learners?

Summarize the results.

### Activity 6-10

**Materials/Equipment:** Flipchart/whiteboard, magnets, colour paper and text markers.

Distribute to each learner 3 pieces of colour paper.

Ask them to write on each piece one way to give feedback to learners about their performance.

Ask them to put the pieces on the whiteboard and to explain with more details the action, if needed.

Summarize the results in a list and distribute to learners.

### Activity 6-11

**Materials/Equipment:** Flipchart and text markers

Homework and work in class.

Ask each learner to make a list of at least 10 incentives that are highly effective for increasing learning motivation.

Present the results in class and discuss with the group.

### Activity 6-12

**Materials/Equipment:** Photocopies.

Make copies of Appendix 4 and distribute them to participants in the training.

Ask them to fill their impressions.

Discuss the results with the group.

### Activity 6-13

**Materials/Equipment:** Materials/equipment depending on the games.

Homework.

Ask each participant in the training to prepare as homework one learning game (and related materials/equipment) on selected by her/him topic.

Work in class.

Give the floor to each participant to present their learning game and to demonstrate it with the help of its colleagues.

Ask her/him to present the teaching objectives and the way of achieving them.

Enjoy! ☺

Vote with the group on the best performance.

## 7. FEEDBACK GIVING

A – 3 learning hours	B – 2 learning hour
<ul style="list-style-type: none"> <li>• <b>What is feedback?</b></li> <li>• <b>Principles of giving effective feedback</b></li> <li>• <b>Models of giving feedback</b></li> <li>• <b>Teacher's Toolbox: Guidelines for giving and receiving feedback</b></li> <li>• <b>Guidelines for receiving constructive feedback</b></li> <li>• <b>Barriers to giving effective feedback</b></li> <li>• <b>Giving formal feedback</b></li> <li>• <b>Feedback in virtual environments</b></li> <li>• <b>Checkup task &amp; questions</b></li> </ul>	

### 7.1. What is feedback?

Feedback is an essential part of education and training programmes. It helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written assessment). Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

If we don't give feedback what is the learner gaining, or indeed, assuming? They may think that everything is OK and that there are no areas for improvement. Learners value feedback, especially when it is given by someone credible who they respect as a role model or for their knowledge, attitudes or clinical competence. Failing to give feedback sends a non-verbal communication in itself and can lead to mixed messages and false assessment by the learner of their own abilities, as well as a lack of trust in the teacher.

### 7.2. Principles of giving effective feedback

Whether you are giving formal or informal feedback, there are a number of basic principles to keep in mind.

1. Give feedback only when asked to do so or when your offer is accepted.

2. Give feedback as soon after the event as possible.
3. Focus on the positive.
4. Feedback needs to be given privately wherever possible, especially more negative feedback.
5. Feedback needs to be part of the overall communication process and 'developmental dialogue'. Use skills such as rapport or mirroring, developing respect and trust with the learner.
6. Stay in the 'here and now', don't bring up old concerns or previous mistakes, unless this is to highlight a pattern of behaviours.
7. Focus on behaviours that can be changed, not personality traits.
8. Talk about and describe specific behaviours, giving examples where possible and do not evaluate or assume motives.
9. Use 'I' and give your experience of the behaviour ('When you said..., I thought that you were...').
10. When giving negative feedback, suggest alternative behaviours.
11. Feedback is for the recipient, not the giver – be sensitive to the impact of your message.
12. Consider the content of the message, the process of giving feedback and the congruence between your verbal and non-verbal messages.
13. Encourage reflection. This will involve posing open questions such as
  - (a) Did it go as planned? If not why not?
  - (b) If you were doing it again what would you do the same next time and what would you do differently? Why?
  - (c) How did you feel during the session? How would you feel about doing it again?
  - (d) How do you think the patient felt? What makes you think that?
  - (e) What did you learn from this session?
14. Be clear about what you are giving feedback on and link this to the learner's overall professional development and/or intended programme outcomes.
15. Do not overload – identify two or three key messages that you summarise at the end.

### **7.3. Models of giving feedback**

A common model for giving feedback was developed by Pendleton (1984). Pendleton's rules:

1. Check the learner wants and is ready for feedback.
2. Let the learner give comments/background to the material that is being assessed.
3. The learner states what was done well.
4. The observer(s) state what was done well.
5. The learner states what could be improved.

6. The observer(s) state how it could be improved.

7. An action plan for improvement is made.

Although this model provides a useful framework, there have been some criticisms of its rigid and formulaic nature and a number of different models have been developed for giving feedback in a structured and positive way. These include reflecting observations in a chronological fashion, replaying the events that occurred during the session back to the learner. This can be helpful for short feedback sessions, but you can become bogged down in detail during long sessions. Another model is the 'feedback sandwich', which starts and ends with positive feedback.

When giving feedback to individuals or groups, an interactive approach is deemed to be most helpful. This helps to develop a dialogue between the learner and the person giving feedback and builds on the learners' own self-assessment, it is collaborative and helps learners take responsibility for their own learning.

E-learning feedback tips are given by Kineo learning community.

Mistake's not worth making if you don't learn from it. We've all been there: the e-learning leaves you hanging with the worst feedback you can get: 'wrong – try again'. To make sure your mistakes are coupled with support and feedback that will actually help learners, follow these tips.

### **1. Start with the mistake itself**

When you're writing feedback, it's good practice to start it with a restatement of the learner's action. You might think about using a heading in your feedback to do this, for example:

"What happened? You led with an explanation of your product's features and benefits, and the customer got frustrated." It sounds obvious, but this helps to emphasize that the learner's made a mistake and the action of the scenario has stopped for a feedback moment. At this point in the learning experience, their interest in why things have gone wrong should be piqued – which leads to the next step.

### **2. Explain why**

Continue your feedback by explaining the reasoning behind this mistake. If you've constructed plausible mistakes, you should be able to easily explain why the mistake might have seemed like the right thing to do, but wasn't in this case. For example:

"Why this is a mistake: Leading with information about your company's products may seem like a good way to inform your customer of all the details they need. However, most customers want to hear first about the benefits to them, not the features of the products. Going into a 'product dump' can seem like you're not listening to their needs."

### **3. If you've not shown the consequences, talk them through**

Ideally in your e-learning you will show what happens when a mistake is made, e.g., audio/video/text of a frustrated customer. It's not always possible to show consequences as there may be too many, or they may be delayed (e.g., sales meeting goes fine, but you never hear from the customer again). If you're not showing the consequence, make sure you explain them in the feedback.

Potential consequences: “focusing on features only, and not thinking about the customer’s needs could result in them bringing the meeting to a close, and looking elsewhere for a salesperson who’ll focus on their needs.”

#### **4. Get them back on track**

Once the learner is clear they’ve made a mistake, why it’s a mistake, and what the potential consequences are, it’s time to get them back on track. You can do this by

- Suggesting a better approach, e.g., ‘think about how you could ask an open question to seek more information from the customer’
- Link to relevant stories, e.g., ‘Listen to this example from an experienced sales person, explaining how they get customers to state their needs upfront’
- Link to supporting learning, e.g., ‘have a look at this short tutorial on opening sales calls’

You won’t always need to address all four of these points for every mistake – some can be quickly corrected with a brief explanation of what went wrong and what to do next, but it’s best to consider all four dimensions of feedback to ensure the learner’s getting the support they need.

### **7.4. Teacher’s Toolbox: Guidelines for giving and receiving feedback**

#### **Giving feedback – do’s**

- Establish the student’s agenda
- Get the student to start with what went well – the positive
- Teacher starts positive– however difficult it may seem
- Active listening (eye contact, etc.)
- Use of silence
- Clarifying
- Responding to cues (verbal, nonverbal, psychosocial)
- Summarising
- Empathising
- Move to areas “to be improved” (avoid the term “negative”!)
- Be specific
- Always offer alternatives
- Begin with “.....I wonder if you had tried”, “....perhaps you could have.....”, “...sometimes I find.....helpful....”
- Distinguish between the intention and the effect of a comment or behaviour
- Distinguish between the person and the performance (“what you said sounded judgmental” – rather than “You are judgmental”)

#### **Giving feedback – don’ts**

- Don’t forget the student’s emotional response
- Don’t criticise without recommending
- Don’t comment on personal attributes (that can’t be changed)
- Don’t generalise



- Don't be dishonestly kind – if there was room for improvement be specific and explore alternative approaches
- Don't forget that your feedback says as much about YOU as about the person it is directed to!

### **7.5. Guidelines for receiving constructive feedback**

Sometimes feedback is not received positively by learners, and fear of this can inhibit mentors giving regular face-to-face feedback. When giving feedback, it is helpful to maintain an empathic yet consistent approach with a view to helping the learner take responsibility for development and improvement.

It is also helpful to think in a structured way about how feedback might be received. You can help to prepare learners (and yourself) for receiving feedback by providing opportunities for them to practice the guidelines listed below. The aim of developing an open dialogue between the person giving feedback and the recipient is so that both parties are relaxed and able to focus on actively listening, engaging with the learning points and messages, and developing these into action points for future development.

Receiving constructive feedback:

- Listen to it (rather than prepare your response/defence)
- Ask for it to be repeated if you did not hear it clearly
- Assume it is constructive until proven otherwise; then consider and use those elements that are constructive
- Pause and think before responding
- Ask for clarification and examples if statements are unclear or unsupported
- Accept it positively (for consideration) rather than dismissively (for self-protection)
- Ask for suggestions of ways you might modify or change your behaviour
- Respect and thank the person giving feedback

### **7.6. Barriers to giving effective feedback**

- a fear of upsetting the trainee or damaging the trainee-mentor relationship
- a fear of doing more harm than good
- the trainee being resistant or defensive when receiving criticism. Poor handling of a reaction to negative feedback can result in feedback being disregarded thereafter
- feedback being too generalised and not related to specific facts or observations
- feedback not giving guidance on how to rectify behaviour
- inconsistent feedback from multiple sources
- a lack of respect for the source of feedback.

### 7.7. Giving formal feedback

If ongoing feedback has been carried out regularly, then the formal feedback sessions should not contain any surprises for the learners. The structure for giving feedback will be agreed between you and the learner. It is also important that both you and the people to whom you are giving feedback are fully prepared for the session.

#### **Prior to a formal feedback session you should:**

- ensure the learner is aware they are to receive feedback (so clearly define the purpose of the feedback session prior to or at the outset of the session)
- collect any information you need from other people
- summarise the feedback and ensure you know the positive aspects and areas for improvement are listed (with supporting evidence)
- make sure you know how the feedback relates to the learning programme and defined outcomes.

#### **During the formal feedback session, you should:**

- redefine the purpose and duration of the feedback session
- clarify the structure of the session
- encourage the learner to self-assess their performance prior to giving feedback
- aim to encourage a dialogue and rapport with the trainee
- reinforce good practice with specific examples
- identify, analyse and explore potential solutions for poor performance or deficits in practice.

#### **After the session, you should:**

- complete any outstanding documentation and ensure the learner has copies
- carry out any agreed follow-up activities or actions
- make sure that opportunities for remedial work or additional learning are arranged
- set a date for the next feedback session, if required.

### 7.8. Feedback in Virtual Environments

Feedback is an important part of the learning and interaction in e-learning systems. Feedback in e-learning is the mechanism that tends to replace the teacher who provides comments, advice, and explanations and evaluates the students in traditional learning environments. In general, the feedback in e-learning occurs not only in the assessment process, but can be provided to a student during navigation through learning materials, communication and collaboration with other students, in the process of work with personal information and managing the courses (planning, enrolling, completing), etc.

The feedback mechanisms that are used by students have changed with the advances and growth of web-based learning systems. Effective elements of online teaching include frequent and consistent online feedback, diplomatic online feedback, and

evaluative online feedback. It was suggested that feedback in a web-based learning system should have the following qualities:

- prompt, timely, and thorough online feedback;
- constructive, supportive, and substantive online feedback;
- consistent online feedback.

The following problems with feedback design in e-learning systems can be outlined:

- feedback representation (what should be included into feedback and what kind of structure should it have);
- time of feedback presentation (either immediate or delayed feedback);
- distraction of students from the learning by feedback.

The problems of feedback listed above could be partially solved by adaptation of feedback to the tasks and to the characteristics of an individual user or the group of users. Individual adaptation means that feedback is adapted to each student and his/her individual (combination of) characteristics. The time and the way of feedback presentation could be personalized to these individual characteristics. For example, if the user has started to make some mistakes more often, the system can present the feedback more often and include more detailed explanations in the feedback (compared to the feedback given to a user who only occasionally makes a mistake). The information that is presented in the feedback can be also personalized by relating to concepts that are already mastered by the user.

The characteristics that can be important for individual feedback adaptation in e-learning system are:

### **1) Personal data**

Personal data typically include parameters such as age, gender, etc. that lead to grouping users and performing stereotype adaptation. The only real individual use of personal data is to give a “personal touch” to the application, for instance by including the user’s name in the feedback. (Example: “Sorry, this answer is incorrect, Paul. You should revisit...”)

### **2) Knowledge**

Of course the user’s answers to a test provide information about the user’s knowledge, but individual feedback adaptation means that other parts of the user’s knowledge play a role in the feedback the learner receives. The feedback to a (wrong) answer can be more informative when it refers to knowledge the learner already has, perhaps about related topics.

### **3) Interaction Parameters**

For the purposes of feedback adaptation the following interaction parameters, can be taken into consideration:

- knowledge data (discussed above);
- chronometric data (time spent viewing pages with learning materials, time spent for passing the question in the tests and the total time spent on the assignment, the time of idle intervals);

- try data (the number of attempts to pass the tests or assignment, the number of times needed to give the correct answer for the certain question);
- navigation data (visited links and pages, number of visits, the frequency that specific selections have been made).

The way and form of feedback presentation can be adapted to the listed characteristics. For example, feedback could be presented more frequently for the users who have started to make more mistakes, and feedback can be delayed to slow down students who are answering too quickly and sloppily.

The user's features which are important for individual feedback adaptation can be collected in several ways depending on the nature of the e-learning system.

First, they can be collected using separate tasks (for example, small test to evaluate the user's primary knowledge and interaction skills) or they can be derived from the performance of the user in the actual e-learning task.

Secondly, the system can use some general "prototypical" or stereotype user profile or previous information of the user's performance as a starting point and after that obtain more accurate information about the user and gradually move from stereotypical feedback to more individually personalized feedback.

## 7.9. Checkup tasks&questions

### Case study

Imagine yourself as a mentor who has to give the first feedback in a feedback session with a trainee upon a business plan project. The trainee is excited about the business idea, he had done a great job and spend a lot of efforts composing the business plan description. He is quite convinced that the plan is brilliant. Though as an experienced professional you have noticed that his plan is too superficial, it lacks the main elements of a structured plan (defined goal, tasks, general time&finance planning etc.) and there is a lot of secondary information, that is unnecessary in this stage of planning. The business idea is OK, but the description has to be reshaped vastly.

- How will you **structure** the feedback you're about to give?
- What **principles of effective feedback** will you use?
- How could you use **Kineo learning communitiy feedback tips**?
- What **do's** and **don'ts** of feedback giving must you consider?
- What **barriers** could occur whilst giving feedback?

### Formal feedback

Formal feedback operates as a well-known frame in which both the feedback giver and receiver can organize their work.

- Can you depict **the meaning of each stage of feedback giving**? Why are pre- and after session stages relevant?

- Can you **trace coherent activities** in these three **different stages**? (for example: list of improvements needed prior to feedback session → identify the problems, look for solutions with the trainee during the session → make sure additional learning and improvements are made after the session).
- What other **related activities** could you name that has to be involved in **all feedback giving stages**? (from the view of feedback giver)
- Who are more **responsible** for a **successful & effective feedback** – the feedback giver or the trainee? How can the feedback giver handle trainees' inability to receive a constructive feedback in such a way that the feedback is not disregarded?

### Feedback is for recipient

Lets turn places! If you were to receive a feedback on your performance in mentoring activities:

- What would you like the feedback giver to **emphasize**? The successful things or mistakes?
- How would you like to hear about your **mistakes** – as something to be improved or as imperfections that damage the whole work?
- Would you like to hear **specific points** to be improved or are you fine with the fact that there are some inferiorities that are not named?
- Would you like to have an **explanation** of your errors?
- Would you like to be given **correction** of your errors or better **alternative** for insufficient performance?
- Would you like to have **recommendations** for further development and better performance?

Now **link** your answers with the principles of giving effective feedback& Feedback do's and don'ts: can you see how these **principles ensure** that **through feedback process** recipient has both **practical help** and **emotional support** ? Keep this in mind while giving feedback!

## 8. E-LEARNING: TOOLS AND TECHNIQUES

A – 4 learning hours	B – 4 learning hour
<ul style="list-style-type: none"> <li>• <b>Distance learning</b></li> <li>• <b>Teletraining</b></li> <li>• <b>E-learning</b></li> <li>• <b>Origins and development</b></li> <li>• <b>Objectives of e-learning system</b></li> <li>• <b>Benefits and disadvantages</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technology platform</b></li> <li>• <b>Multimedia content</b></li> <li>• <b>Design and structuring of content</b></li> <li>• <b>Services</b></li> </ul>

### 8.1. Context

Today we are witnessing, on one hand, a significant development of new technologies of information and communication, and on the other hand, constant appearance of new knowledge. These two elements combine to result in a permanent demand for training, which reaches not only the sectors that have traditionally tried to update it, but through all sectors and stakeholders.

In this context, phenomena such as increasing competition, globalization and internationalization of the labor market, together with economic instability and labor imply that adults have an immediate need for new codes and skills to adapt to changes. Therefore, training has not been stayed out and has provided an appropriate response to such needs, e-learning.

In education, with increased emphasis, the growing need of update by adults who have finished their basic training has highlighted. In fact, it is not possible to think of training as a stage that ends with the entry into the world of work, but permanent changes generate a demand for specific training that needs to be addressed.

In short, training is seen today as a permanent practice. In fact, knowledge and development are two sides of a coin where the training should ensure the academic quality at all levels and instances for the entire population. Thus, training should combine presential sessions with new ways of access to training, incorporating new technologies and trying to reach as many people as possible.

### 8.2. Basic concepts

Today we can find a large number of courses, seminars, masters that we can take from our own home or workplace. However, methodological, technological and, therefore, conceptual differences, that present each of the training companies, are often considerable. For this reason, to have a clear idea of the possibilities before us is necessary to define some basic concepts handled in the context of distance learning and about the evolution experienced by this sector:



## Distance Learning

Distance learning has been taking various formats over time, depending on the technological advances that have taken place in the field of communication. This has meant that distance learning is understood in different ways. In any case, the essence is the idea that both the student and the teacher are separated by space and time, as quoted above.

"Distance learning is an instructional device in which the student is not physically present in the same place where the trainer stands. Historically, it meant correspondence study. Today, audio, video and computer are the means that are used regularly. The term distance learning is often used synonymously with distance training. However, it is inappropriate because distance training is the result of distance learning."

In summary, the basic features that define distance learning can be specified as follows:

- Separation between teacher and student, who do not share the same physical space
- Use of technical means to facilitate students' access and communications skills.
- Prior preparation of materials to be sent to students and serve as support for the completion of the training.
- Organization of students through mentoring.
- Bidirectional communication between all actors in the process, ie, between teacher and students, and between students.
- The student is set by its timing and location of the course, thereby becoming a self-directed process, although this does not mean learning alone.
- To carry out distance learning can use various means (letter, fax, phone, e-mail, etc..) That will allow to connect teachers and students

## Teletraining

If we start with the etymology of the term is easy to see that this is a word composed of the Greek prefix tele means far distance and the name training, from Latin formatio, referring to the concept of education and knowledge.

"Delivery system for distance learning, supported by ICT (telecommunications networks, videoconferencing, digital TV, multimedia), which combines different pedagogical elements: classical training (classroom or self study), practices, real-time contact (videoconferencing or chat) and deferred contacts (tutors, discussion forums, e-mail)"

Distance learning becomes e-learning when it is carried out by the Information Technologies and Communication (ICTs). As Jimenez mentioned:

"Thanks to information technology, and using multimedia tools, knowledge can be transmitted electronically and establish channels of communication between the trainer and the student without being in the same physical and temporal space"

The essential idea is in the open, fast and effective distribution of information and educational content among all actors involved in the process: teachers, tutors and students.

Moreover, for some authors, the teletraining has the following characteristics:

- Use of interactive multimedia content which is incorporated.
- Use of systems of synchronous and asynchronous communication.
- personalized tutoring activities in real time.
- Adapted content to each of its potential users, etc.

According to these characteristics, teletraining would be, in part, equivalent to e-learning. However, e-learning offers a wide variety of options ranging from the provision of on-line classes and lectures, with the possibility of interactive communication, to the development of courses to support using the CD-Rom. For this reason, some experts point out some differences, as in the courses that belong to the latter group did not follow some of the characteristic features of e-learning such as the exchange of experiences, collaborative work, the use of Internet resources and so on.

Moreover, we must consider the use of technological resources in teaching entail certain requirements such as, for example, its use in a "transparent" way, ie without becoming a barrier or an obstacle that impedes the achievement of learning objectives. We must also take into account the human factor in any training activity developed through e-learning, is the other axis on which rests the success of this methodology. Specifically, it is necessary to set up a technical and human team, which leads an e-learning environment and is addressed not only the optimal functioning of the computer and communication systems, but also to control the efficiency and effectiveness of the media and teaching methods.

### **E-Learning**

A precise definition of the term e-learning could be:

"Distance learning process that is delivered by information technology in the virtual spaces of Internet and Intranet"

You can also find other meanings that reference the same concept, such as Web Based Training (WBT), On-line training, etc.. In any of these meanings, it is a training mode that lets the use the potential of the network by bringing training to potential users. However, we can find courses that use the Internet as a channel to transmit content, but these courses are outside the category of e-learning, and that do not meet methodological requirements inherent in this modality. For example, doing a simply search on the Internet, we can realize the large number of companies that are considered e-learning providers, while in reality the product they offer is nothing more than a book or manual translated into their website. In these cases, the student is led to a monotonous process, and lacking any motivating factor, which hinder their learning. In fact, in this type of training activities, the dropout rate is high. The explanation for this phenomenon is quite obvious, reading text on the monitor is more tedious than if done in print.

### 8.3. Origins and evolution

Distance learning has been a reality for many decades and was an alternative route of access to training, mainly for people who either because of their geographical location or by their working conditions or by a physical impossibility, they found a response to their needs in this mode. Distance learning arrives till present but with connotations that differ from those originally attributed to it.

In essence, the idea behind distance learning is that of teacher and student are separated in time and space, and employ some means to communicate and promote learning. Obviously, with the advent of technological advances in the second half of the twentieth century, the means employed have been a considerable improvement in every way, not only in the quality of communications, but also the ability to transmit information. Therefore, distance education has now become a booming modality in many countries. This circumstance is motivated because the traditional educational methods have problems to meet the training needs of the moment, characterized by an increase in the demand for diversity of courses, the difficulty of students by regularly attending a school and the demands of constant retraining of human resources. In parallel, the emergence of new knowledge, techniques requires the updating of the information imparted in training activities and in this sense, e-learning represents the forefront of educational content.

Returning to the historical origins of e-learning, we must first refer to the incorporation of new information technologies and communication for education and training, resulting in what is known as distance learning.

Basically, we are referring to the distance learning described above but using, in this case, a technological tool (tapes audio / video, interactive TV, CD-Rom, Internet, etc.). In this sense, the first steps in e-learning can be specified in a model called CAI (Computer Assisted Instruction). This model uses static images and text simultaneously, while it is true that the interactivity of these systems is very limited.

Later, the emergence of hypertext and multimedia resources represent a new breakthrough for distance learning. Motion pictures, sound effects, etc. begin to be used, but above all, the difference is marked by interactivity.

More recently, the implementation of such networks and the emergence of the Internet phenomenon have been a revolution in the field of training, resulting in what we now know as e-learning.

Thus, specifically teletraining and, specifically, e-learning, is presented as a valid alternative that allows flexible schedules and overcomes the time constraints of potential students, and the adequacy of self-paced learning for every person.

In fact, these advantages have led to a significant boom in this sector, besides giving results in a wide variety of courses. In parallel, the latter has been aided by the tendency to use standards that allow to re-use small blocks or content objects, a combination of them or employing them in different technological platforms. Furthermore, this methodology offers either the possibility that each person contacts with experts geographically distant, or others interested in the same subject.

In short, we have a new training concept that completely differs from both presential training and distance training, as had been conceived so far. Thus, e-learning is not a

second class alternative in front of the classroom training, but an option that has a specific weight in the current educational scenario which involves a series of added values to their students. If it is true that there are still some limitations in the technical and methodological, as discussed below.

#### **8.4. Objectives of e-learning system**

The operational focus of an e-learning system should focus primarily on two objectives:

- Help participant with learning and self-study, integrating the necessary teaching materials and adequate control mechanisms in the technology platform, according to pedagogical design of the course and training needs.
- Provide the necessary tools to motivate and support the participant at any time, in order to avoid the possible feeling of isolation and coldness often associated with distance learning. To do so, provide a range of services that enable the tutorials, simulations and practical testing, monitoring, evaluation and obtaining additional information.

An e-learning system is developed primarily around the concepts of Virtual Classroom and On-line flexible communication. The term "virtual classroom" refers to multimedia and interactive computing environment in which the teaching process is developed. For its part, the connection between participants and teachers is done through a computer network, which allows on-line operating procedures (open line of communication through networks like TCP / IP-those used by Internet-).

It is also necessary to mention the hybrid model, based on the use of off-line support and on-line, ie those training activities which are develop without continuous communication, using the lines only when really necessary for the exchange of information (based on mobile media such as CD-ROM or DVD).

#### **8.5. Advantages and disadvantages of e-learning**

Like any training methodology, e-learning has considerable advantages although it is not without certain limitations related to the technical aspect of the learning environment and motivational variable associated with this model. However, as discussed below, the balance between positive and negative aspects associated with e-learning yields a result favorable to the former. The potential for growth and development of this methodology are much more important than some temporary problems, which can also be overcome in a short period of time with technological and cultural changes.

##### **Advantages**

Through e-learning, the diverse needs of today's society are responded. It increasingly becomes more evident that the training has to be adaptable to the possibilities of space and time of users, one hand, and, second, it has to be capable of rapid and continuous updating of their contents. But its advantages are many more, as shown below:

- Total flexibility in the study. The course can be adapted to follow personal schedules, work commitments and the availability of mind. The e-learning, with 24x7 availability, allows people to progress in the course of a non-

synchronized, according to his own abilities and needs. It also significantly reduced travel costs for direct assistance to classes and other educational activities.

- Use of telematic communication resources, type synchronous (real-time chat, audio and video conferencing) and asynchronous (email, bulletin board), to interact with tutors and other participants, with all convenience. It is also possible to use multimedia elements (text, images, animations, sound and video) that facilitate the understanding and assimilation of the contents, updating teaching materials, optimization of costs.
- Ability to manage effective joint and a large number of participants from more diverse backgrounds and profiles, highlighting the integration of knowledge and overcoming the problems associated with physical limitations and overcrowding, which affect the quality of teaching, thanks to the extensive use of available technological resources.
- It is capable of rapid and continuous updating of their contents.
- With hypertext information can be structured in a "hyperdimensional".
- Allow real-time chat among users, which is an interaction in which the student can answer your questions "on the fly."
- The student is not only related to the teletrainers, but also does it with other students, minimizing the possible feeling of isolation.
- Having an interaction between the students, they are enriched, thus favoring their learning-training process.
- Overcome the linear presentation of information: the computer can switch from one window to another, from one text to a graphic, a portion of the table of contents to another, and so on.
- Presentation of information through visual and auditory canal and this, in turn, in text and images. This greatly increases the possibility of understanding the content.
- Teletrainers, with the support of new technologies, can perform a deep monitoring of their students, with minimal time and effort costs.
- Teletrainers can expand his knowledge continuously, thereby improving their ability to respond to the needs of their students.
- Anonymity can be a key factor in the increased participation by students. In presential teaching, many students want to participate, but they do not dare (because of shyness, insecurity, fear of failure, etc.).
- The student becomes the manager of his own studio, which, on the one hand, facilitates the development of his capacity to participate and, second, it promotes the process of "learning to learn", in which the subject is constructing his knowledge.
- With teletraining, as is being devised, it combines asynchronous development activities that promote self-study and individual work with the synchronous activities, which promote teamwork, which leads to positive aspects such as participation, exchange ideas, develop social skills, etc..



## Drawbacks

Currently, this approach carries with a number of limitations that must be considered, although some of them will be overcome in the coming years as the result of evolution and development of society and technology resources. These limitations are as below:

- Given the dynamism of the sources of information that new technologies bring, it is difficult to get a control that allows the user to a critical analysis of the information he receives.
- This dynamism is derived from what could be another limitation, if not corrected; lack of pedagogical consistency in structuring content. In this sense, teachers, psychologists and computer scientists must make a strong interdisciplinary work.
- Different rate between the qualifications of the personnel of the educational field and advances in new technologies.
- Not being physically present, the agents involved in the teaching-learning process is difficult or impossible (depending on the ability of teletrainers) feedback of information that provides non-verbal communication. This will make more difficult the work of teletrainers with regard to shape the content of their messages (synchronous communication) to the needs of listeners.
- Low speed communication networks, the bandwidth than is available online in many places is still not sufficient, for example, to achieve quality in videoconferencing.
- User's need for a series of technical skills on the use of the computer.

Other limitations are due, on one hand, the characteristics of distance learning, such as lack of motivation and initiative by the participant, and, secondly, to more specific regarding e-learning system: need for familiarity with computers and Internet communication methods, fixed costs of computer and telecommunication systems, technical limitations in providing services to a varied user population, and so on.

## 8.6. Variables to justify the use of e-learning

Now, in addition to the benefits listed above, the reasons for implementing cost effective e-learning in a company are as follows:

**Economy.** A key rationale underpinning the implementation of e-learning strategies in a business context is the economic aspect. In fact, flexible hours and reducing costs as a result of displacement tend to favor economies of scale, and therefore the profitability of training costs.

"The computer-based training and online training can reduce training costs with respect to presential training. A review of 47 comparisons of multimedia training and other more traditional approaches to training time savings was 30%, improved on the achievements and cost savings between 30% and 40%.

**Competitiveness.** The new business reality is based on the importance of knowledge, since much of the value of a modern company is focused on this aspect. Today, knowledge is dispersed and is integral to the human capital of the company.



In this sense, the use of e-learning solution becomes a tool to share and expand knowledge.

"Motorola calculates that every dollar invested in training translates into \$ 30 in productivity gains over the subsequent 3 years. A recent study found that companies employing workers with a skill level of 10% above the average enjoyed productivity levels between 8% and 6% higher. "

**Effectiveness.** Several studies have highlighted the increased efficiency of e-learning compared to traditional teaching. In fact, e-learning combines the main advantages of computer-aided training (multimedia, interactivity, flexibility, etc..) Together with the presential teaching advantages (collaborative work, mentoring, etc.).

Users can better understand the material, which leads to a learning curve to 60% faster, compared to training with instructors, while the retention rate of the face contained in a class taught by an instructor is only 58%, e-learning experience to be more intensive retention rate improved from 25% to 60%. The higher the retention rate of taught material, the higher the value of every dollar invested in training."

In e-learning, flexible hours and reducing costs as a result of displacement tend to favor economies of scale, and therefore the profitability of training costs.

The e-learning is presented as a valid alternative that allows flexible schedules and overcome the time constraints of potential students, and the adequacy of self-paced learning for every person.

## **8 (B) Elements that make up a system of e-learning. (Advanced level B)**

### **8(B).1. Introduction**

The e-learning constitutes its own methodology, as such, it parts from a series of premises in both the pedagogical and technological area. Specifically, we can say that these considerations affect all three axes on which rests e-learning solution and needs to be analyzed before the implementation of a training project:

- Technology Platform
- Contents
- Services

### **8(B).2. Technology platform**

The first link in the chain is, without doubt, the technological environment in which the training activity takes place. This environment is also called e-learning platform, which is the tool used to combine hardware and software, and to offer all the features needed for web-based training. It is known as LMS (Learning Management System) software for control and administration of the courses and can be installed either on the user's computer, such as an internal company server or on a "lease" on an external server to another company belonging ASP (Application Service Provider).

Today we can find a huge variety of platforms, but most of them have very similar elements such as multimedia content, tools, synchronous or asynchronous communication (chat, email, forums, etc.) and management tools. In the latter case,

the utility that has such a tool depends on the objective pursued, ie management of students, content management, evaluation and monitoring, etc..

In recent years, other tools or web services (normally of 2.0) are beginning to be used in a complementary manner, and in many cases integrated with the LMS (eg Youtube, Slideshare, Diigo, Twitter and Facebook groups, etc.) .

When analyzing the technological aspect of e-learning is necessary to consider a concept that has been called the democratization of education, considered one of the main advantages of e-learning. We are referring that thanks to this method, training is likely to reach a larger volume of students, eliminating geographic barriers type. There are no limits for communication, exchange of ideas and experiences and above all to access a large volume of information. So, people who had difficulty accessing training processes, either by physical disability, by difficulty traveling to the center where the courses or due to lack of time, etc., now have at his disposal a wide variety of possibilities to learn.

Another aspect involved in the technology of e-learning is the design. In this case, the design focuses mainly on the initial phase when the e-learning project is conceived and therefore, which computing resources will be used. In this regard it is noteworthy that one of the characteristic features of e-learning is the use of technology, whose use does not pose an obstacle for users. In fact, the goal that should aim at e-learning platform is that anyone can make use of the services that have no specific knowledge required for this.

Therefore, to achieve this objective it is desirable to previous analytical work in which the structure and design services platform on a pedagogical basis because the platform management will influence decisively the outcome of the training. In this context, to ensure that the design is suitable to the characteristics of potential students, basic rules are set out under the name of usability, as discussed below.

To summarize, we mention some of the services that may be present on a platform:

**Evaluation.** In an e-learning process, evaluation is a determining factor towards achieving the training objectives, providing the student with a permanent feedback of their evolution in the learning process. Thus, the platform should store the scores obtained by each student and provide immediate feedback whenever possible.

**Example:** If the student makes a choice test, the system should provide immediate feedback, showing not only test scores but also the solution, so that the user which have been acknowledged his mistakes.

**Follow-up.** Monitoring aims to track the progress of students and, based on their results, to guide him in the course of the training. To do this, we are interested not only scores on assignments or exams but also the time that children spent viewing the contents of each issue, the connection times, etc.. Example: if we find that students spend too much time to view the contents of item 2, we may be facing a problem of understanding, or because the writing of the content is unclear, either because the concepts developed are complex. In both cases, thanks to information provided by the platform, the tutor would be willing to implement corrective measures.

**Planning.** In e-learning is elementary that students plan their time and distribute properly their efforts. Through this option, the student has access to an indicator of the most important milestones of progress, ie, chat sessions, dates for exams, etc..

**Additional documents.** A student taking a course through e-learning has the possibility, on the one hand, to mark their own pace and on the other, go deeply into aspects that are interested to him. In this sense, we provide other sources of relevant information, since they constitute a basic element for the content that arise in the training.

**Example:** We may include an option on the platform through which, students access to information as we move to exemplify.

### 8 (B).2.1. Communication Tools

Communication services in this environment are a key training, since they are produced through the interaction between different actors in the process of teaching and learning. Such interaction is specified in the possibility of group work, exchange experiences, provide emotional support necessary for successful completion of training, etc.. In short, we can say that communication tools give e-learning a dynamic, close, and motivating character, despite criticism that the methodology received in this regard.

These communication tools fall into two distinct groups which are as follows:

- Internal communication tools to LMS: It is configured and programmed from the utilities that provide the platform.
- Communication tools outside the LMS: Work independently to the platform, although it can be integrated via links, widgets, applications and more. (Examples: Diigo, Google Docs, Skype, twitter, facebook, etc.).

You can also set other tools differentiation based on the type of communication established between the teacher / tutor and students:

Synchronous communication tools allow us to establish real time communication, as long as several participants are connected simultaneously, while through asynchronous tools such communication occurs on a delayed but are available 24 hours a day.

Synchronous communication tools: these tools allow us to establish real time communication, as long as several participants are interconnected simultaneously. Belong to this group the following:

- Chat (IRC or Internet Reality Chat): This tool enables real-time text communication between several people. The chat is mainly used for conducting online tutorials, for conducting group discussions, for testing on-line assessment, information sharing, etc.. The chat is used for both communication between teacher/student and student/student.
- Videoconferencing is basically the transmission of a signal, image and sound carrier from a center where a particular event, to one or more remote facilities that receive, using different technologies (in this case the Internet). These remote sites, geographically dispersed, are connected with the principal in order to exchange images and voice, allowing the gathering of

several people located at distant sites to establish a conversation as they would if all were gathered in a boardroom.

- Audio-conference: would be akin to the videoconference, but in this case is only transmitted audio signal.
- Electronic blackboard: is a tool that presents the student with a GUI through which the tutor will develop explanations as would make on a board in a real classroom

Example: see the following address

<http://www.ictnet.es/ICTnet/cv/comunidad.jsp?area=gestEmp&cv=forma>

Asynchronous communication tools: provide a deferred communication between users of the platform.

- Electronic mail (e-mail) is used primarily to deliver jobs, query, group activities, share experiences, exchange information, and so on. The e-mail is used for both communication between teacher/student and student/student.
- Forum: Similar to chat, but where messages are exchanged turnaround. Its main advantage lies in structuring debates and exchange of information on topics, categories. It allows keeping a log of conversations in an organized manner.
- Bulletin board / agenda: they facilitate the scheduling of tasks / activities related to the course as well as the communication of specific issues and events of special importance or relevance.

### **8(B).3. Multimedia content**

Distance learning has always been linked to self-taught people, who are the selected content and process them individually, with, at times, with only the support of specialists who advise on the doubts and possible intrinsic problems to the distance learning. In this case we're talking training impersonal, distant and perhaps ineffective, that in no case corresponds to what is now considered e-learning.

So one of the defining characteristics of e-learning is that it is a teaching methodology 100% interactive, thanks to the infinite possibilities of the Internet and in general computing. Thus, the percentage of learning and assimilation of content is extremely high, as long as there is a positive attitude towards this methodology.

As for the presentation of Internet content, it should be taken into account that carries distinctive characteristics that make it radically different from a printed manual. This is motivated by the wide range of possibilities currently offered by new technologies and an innovative concept of training. In this regard it is noteworthy that one of the most striking aspects of e-learning is its impact on one's own learning, because students, rather than receiving taxable content becomes active, autonomous and responsible for its own process formative.

As for current trends, it is noteworthy that in the area of content, the tendency is to develop small reusable modules or units of learning that can be combined in different training plans and on different platforms. Thus, each "object" training could be combined in various e-learning activities, expanding significantly the range of

training opportunities and amortizing the e-learning companies in their production costs.

### **8(B).3.1. Design of contents**

One aspect of great significance in the complex network of e-learning solution is the development of content, since it represents a necessary but not sufficient condition for the success of the training program. In fact, today we can find a wide range of courses and Internet platforms, which differ only by the quality of the content they provide. For this reason it is convenient that the development of the content meets the identified training needs, also taking into account the student profile.

Based on the above, we can cite a number of aspects to consider during the design of the contents:

- Correspondence between the content transmitted and previously identified training needs.
- Quality and quantity of information used.
- Reputation and credibility of the experts who provide the content.
- Structure and organization of content.

However, in addition to the adequacy of e-learning content must consider another crucial feature: interactivity. As mentioned above, thanks to this interactivity, we will achieve training as an active process in which, on one hand, is easier to involve participants through motivators and, secondly, that the assimilation of content is easier. To do this, we can add conceptual maps, attractive designs, multimedia resources, etc., In order to capture the attention of people with different learning styles.

On the other hand, the drafting of the content that students will display through multimedia resources, we must address a number of tips that will facilitate the achievement of educational goals outlined in the training. Some of these tips are as listed below:

- Use short and simple sentences. We must avoid as far as possible use circumlocution and subordinate clauses. In fact, it is not displaying literary gifts, but to write a text whose objective is primarily educational, informative and explanatory. Thus, the ideas to be explained, will be easier for the student's understanding. Therefore, write in a convoluted way is even more difficult to understand when it is read in Internet.
- Explanation gradually, using terms that allow us to link with other sentences. Find occasions in which a concept is complex enough to have to develop more extensive. In this case, it is desirable that every sentence is a consequence of the above so that the student has a progressive learning.
- Similarly, whenever necessary, it is advisable to use practical examples to clarify the content. Through these examples, students can more effectively absorb the course content and support training on real cases can be found in daily practice.



- Another aspect to keep in mind in drafting the content is the specification and synthesis of ideas that seek to explain. Thus, the student will obtain a precise knowledge of the subject without excessive delay time.
- Respect the rules of spelling and grammar, as well written content will provide the student with added value. So should not use slang words or expressions that are more characteristic of speech than written.

### **8(B).3.2. Structuring of contents**

Regardless of the possibility offered by some e-learning courses so that students can advance the agenda through their own choice of content, it is important they provide a logical structure based on a pedagogical model defined.

#### **Didactic guide**

Not limited to a mere presentation of the course, but it reflects the relationship of content, objectives, scheduling, evaluation will be performed and their qualification criteria.

Introduction and orientation to the study.

The presentation provides basic information on the objectives and general content of the training. It must emphasize the importance of the topic, either because of their present (eg Euro, software, etc..), or by the advantages for the management of a particular type of business (eg Geriatric Management , etc..), or for any other reason deemed to be of special interest. The purpose of the presentation is that students perceive the usefulness of the contents and subjects covered and, therefore, that the knowledge acquired through reading are applicable to the professional work to be performed or is currently performing.

#### **Index:**

The first step we must take into account in the structuring of learning content for e-learning action consists in the development of an index that will reflect the fundamental aspects to be treated. In addition, this measure provides the student with a logical sequence for the assimilation of the subject matter of study and streamlines the consultation desired by the user.

As for theme titles, headings and sub-sections, it is of great importance that they have enough words to exist by themselves and make sense when read a menu or list of search. However, it should be noted that long titles slow down users, therefore, should be brief but clear, avoiding titles puns and "funny" or "clever" because it can confuse the student.

Finally, at the end of each block of content is extremely useful to present the most relevant ideas in order to allow the user to see what concepts more meaningful and more important.

#### **Glossary**

In any training that we conduct through e-learning, specific terminology relevant material of the course should developed. Their goal is that students become familiar with the terms used assiduously in the sector which is specialized.

Therefore, in the glossary there's place for different types of words, from terms which are not known to be very specific to a very specific area, to foreign words



whose use is common in the same sector, common terms that take on a different meaning in this context or including names and acronyms of organizations, associations, programs, etc. related to the subject.

### **Supporting Documentation**

In addition to the contents developed in the course, students can access an additional educational material or references. This material is one of the great advantages of e-learning, ie the ability to access an enormous amount of information about a particular topic, so that the user can delve into those aspects considered most interesting. However, it should be noted that such documentation must be sufficiently useful or relevant to the student, since it is not disorient or cause him to lose time with many articles or links.

### **8(B).4. Services**

The third axis that forms an e-learning solution is the area of services. With this, we are referring to the infrastructure develop by monitoring and support of students. Like with the platform and content, this aspect is a factor in the success or failure of the training, thus contributing to make the differences between them and other platforms.

Within this category, we would accommodate a number of elements that must necessarily be defined before starting a training process.

Some of these elements are:

- Teletutorials service (ratio of tutor, ways of interacting with students, methodology used during the training, evaluation)
- Student management service
- Management Services

On the other hand, it must be considered that, with the development of the contents of the training, certain additional services can be highly valued by students. For example, if our courses are aimed at young people who still have no job, will be of great utility to provide a job, etc..

### **Summary:**

- E-learning constitutes its own methodology; it parts from a series of premises in both the pedagogical and technological area.
- An e-learning solution is made up of three components: platform, content and services.
- One of the characteristics of e-learning is the democratization of education, it means that this is likely to reach a larger volume of students, eliminating geographic barriers type. There are no limits for communication, exchange of ideas and experiences and above all to access a large volume of information.
- Synchronous communication tools allow us to establish real time communication, as long as several participants are connected simultaneously, while through asynchronous tools such communication occurs on a delayed but are available 24 hours a day.

- The percentage of learning and assimilation of content through e-learning is extremely high, as long as there is a positive attitude towards this methodology.
- The student instead of being a passive receiver, he becomes active, autonomous and responsible for his own learning process.
- Design quality content is a necessary but not sufficient condition for the success of the training program.

## **Suggested activities for learners**

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### **Activity 8-1**

Indicate the similarities and differences between distance learning, telelearning and e-learning.

### **Activity 8-2**

Contrast your vision on e-learning objectives and this methodology' s objectives as shown in the course content.

### **Activity 8-3**

Indicate which of the benefits given in the text have special impact or relevance for students from rural areas.

### **Activity 8-4**

Similarly, point out the disadvantages, which the text reproduces, with particular impacts or relevance to students from rural areas.

### **Activity 8-5**

Which of the three variables, that justify the implementation of a model of training through e-learning, are more important for rural areas? Justify your answer.

ADVANCED LEVEL (B)

### **Activity 8-6**

In which aspects of the following ones do you think students in an e-learning course that takes place in rural areas need more support? (Planning, feedback on the achieved learning milestones, monitoring the process or additional documentation or support).

### **Activity 8-7**

Indicate which of the tools of communication, both asynchronous and synchronous, you have ever used. Which ones have you used for your training in the process of formal or informal learning? How would you rate the experience? With what you feel more comfortable at work?

### Activity 8-8

Adapt the following text to form part of the contents of an e-learning course, attending to the details contained in the text of this unit (simple sentences, to avoid circumlocution, colloquial expressions and subordinate clauses,...):

*"At a time of educational transformation, of growing interest in the teaching of math, of searching for models that progressively walk towards meaningful learning, we hold strongly to many methodological tools which are offered to show its effectiveness.*

*So, clinging to a concept map of functions by students and looking around a new level of possibilities, try to justify and illustrate the use of concept maps in mathematics.*

*The concept map... What is it?*

*It is a graph of concepts linked by truth values. Let's see the elements that set the maps; it is not outlines or sketches. Later, we'll point out their role in learning and try to illustrate briefly the justification for their use in teaching mathematics.*

*Its basic elements are: Concepts. As regularities in events or objects that are designated by a term. (Novak). Propositions. It is the smallest semantic unit that has true value. It is set by concepts and words link. The words link. Words that connect the concepts and point out the types of relationship between these concepts.*

*In the map, these elements are organized, are connected graphically and form semantic chains, ie with meaning. It is fundamental to consider that there is no single correct concept map, what matters are the relationships between concepts through word-link to form propositions making up a truth value on the object being studied. And therefore, around a concept, truth values diversity can be pointed out."*

### Activity 8-9

Design a brief tutorial, no more than two pages, that covers all the sections indicated in the theory of this unit. Choose the theme, the group to which it will be addressed and the duration of the training.

### Activity 8-10

10. Design a catalog of services for the training which you prepared in the previous activity, showing ratio of students per tutor, available communication channels, methodology, evaluation, ...

## 9. E-LEARNING ENVIRONMENTS: MOODLE

A – 3 learning hours	B – 7 learning hour
<ul style="list-style-type: none"> <li>• <b>What is Moodle?</b></li> <li>• <b>Getting Started</b></li> <li>• <b>Logging In</b></li> <li>• <b>Editing Your Profile</b></li> <li>• <b>Page Layout and Blocks</b></li> <li>• <b>Navigation</b></li> <li>• <b>Moodle Activities</b></li> </ul>	

### 9.1. Introduction

The ICT penetration in teaching has taken place gradually in all teaching areas and procedures to form an inseparable part of them, not being able to conceive teaching as we know it without these elements.

Computers, projections, computer applications focused on teaching, students management applications, electronic whiteboards, laser pointers, online communication systems, etc..They are just some examples that have been introduced in teaching and have been updated to specialize with functionality and unique design for this scope.

One of these tools was designed from the beginning to improve the management and delivery of academic classes, breaking down the walls that surround the traditional classroom where students go to hear presentations by their teachers and the rest of their classmates, leaving 24-hours-a-day learning to adapt the educational process to student's needs and paced, without interfering the progress of the rest of his partners. These systems, known as LMS<sup>1</sup> (Learning Management System), are web applications in which users can access a collection of features to help them *"manage users, resources and training materials and activities, manage access, control and monitor the learning process, assessments, reporting, managing communication services such as discussion forums, video conferencing, among others"* [Wikipedia: LMS (Learning Management System)].

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<sup>1</sup>(Learning Management System). It is a technology platform that brings together tools specifically focused on teaching with the Internet as a mean. There are other ways of naming these web applications (EVA, CMS ...) but we will use this because it is the most widespread and least likely to cause confusion with other types of web applications.

There is a wide variety of LMS on the market, and although all provide similar tools for management, teaching and monitoring of training activities, the way in which they are offered, mainly classroom management, makes these LMS are significantly different. But, to what extent does LMS adapt to the way we teach? And, is that what makes the evolution of LMS? Or is the teacher who has to adapt to the philosophy of LMS s/he uses? In tools so widespread, to satisfy a need so irregular as teaching is, where it is said "each master has his own book," having different forms of teaching depending on the country, academia, the academic purpose, discipline, teaching, etc., the answer to the above questions is difficult, although a good approximation could be that each LMS was created to meet the educational needs of a small group of people, adapting to their needs, and as the group of people grows, LMS has been modified to adapt to new needs.

### 9.1.1 What is Moodle?

Moodle is one of a number of new developing Virtual Learning Environments (VLE). Simply, VLEs are software that is designed to add to traditional learning methods in order to enhance the learning experience of their users. Moodle runs as an interactive website with a number of features and activities designed to engage learners and promote collaborative, student-centered learning.

Among all the LMS choices to study and to see how these educational trends fit, we have chosen Moodle because this LMS was born from the hands of a computer engineer, who realized, at the time when first LMS was defined, that things were not doing well, so he decided to study pedagogy to enhance their theoretical knowledge and create a LMS based on a pedagogical tendency that suited ICT character of the society (citizens of the web 2.0). This pedagogical tendency is social constructivism. This approach has to be very correct, since its acceptance among academic institutions (among which is the UCLM, which shared the limelight with WebCT, and it is being relegated to oblivion) and teachers, has been spectacular from the beginning (there are currently over 50,000 Moodle sites registered across 213 countries, which are adding more than 36 million users, and these are only the data recorded in the Moodle project page).

Moodle was born on a very solid educational base, and it has remained faithful to the same till today. That's not mean that it has not evolved; fixing bugs, adding new features and enhancements.

In this teaching unit, it aims to provide an overview of Moodle that allows you to understand its structure and general behavior. Later, we will go deepen knowledge about the platform, depending on what the user wants to give it.

From the outside, Moodle is a website with support for users' registration, in which each user can adopt a role that allows him to interact in different ways with the tool itself or with other Moodle users.

Moodle, as a first idea, is seen as something similar to the traditional education system, where an academic year consists of several modules (courses) structured in weeks or topics, which consist of several learning activities. Furthermore, as in any school education, there are two basic roles, the teacher, course content creator, promoter activities, etc., and the student, the person receiving the knowledge, carrying out the proposed activities and, finally, will be evaluated.

### 9.1.2 Getting Started

Our experiences of Moodle tell us that it is a pretty intuitive tool to use. How easy you find it will depend on your own background. That said, a general rule of “have a go and see what happens” can be applied in most cases.

On the Moodle Home page you can find our Frequently Asked Questions or FAQ. These should help with any difficulties you encounter after working through this user guide. They are found in the Main Menu to the top-left of the page.

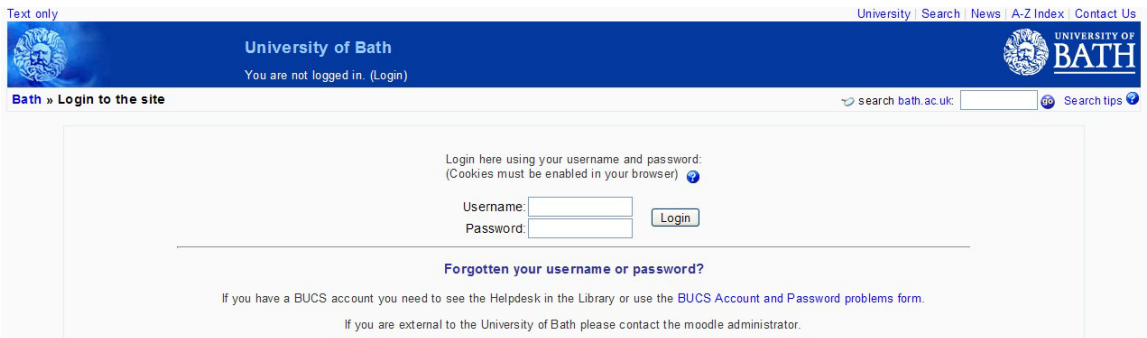
This document will guide you through:

- how to edit your profile
- page layout including blocks
- basic navigation around the site and your courses
- activities and resources

First of all though, let's look at the most basic – logging .

### 9.2. Logging In.

Moodle is basically a web site like any other and is therefore available wherever there is an internet connection. To get to the Moodle website open your web browser and go to: <http://moodle.raar.es/moodle>. This will take you to a login page.



The screenshot shows the Moodle login page for the University of Bath. The page has a blue header with the University of Bath logo and name. Below the header, there is a login form with fields for Username and Password, and a Login button. There are also links for 'Forgotten your username or password?' and 'If you have a BUCS account you need to see the Helpdesk in the Library or use the BUCS Account and Password problems form.' The page is titled 'Bath » Login to the site'.

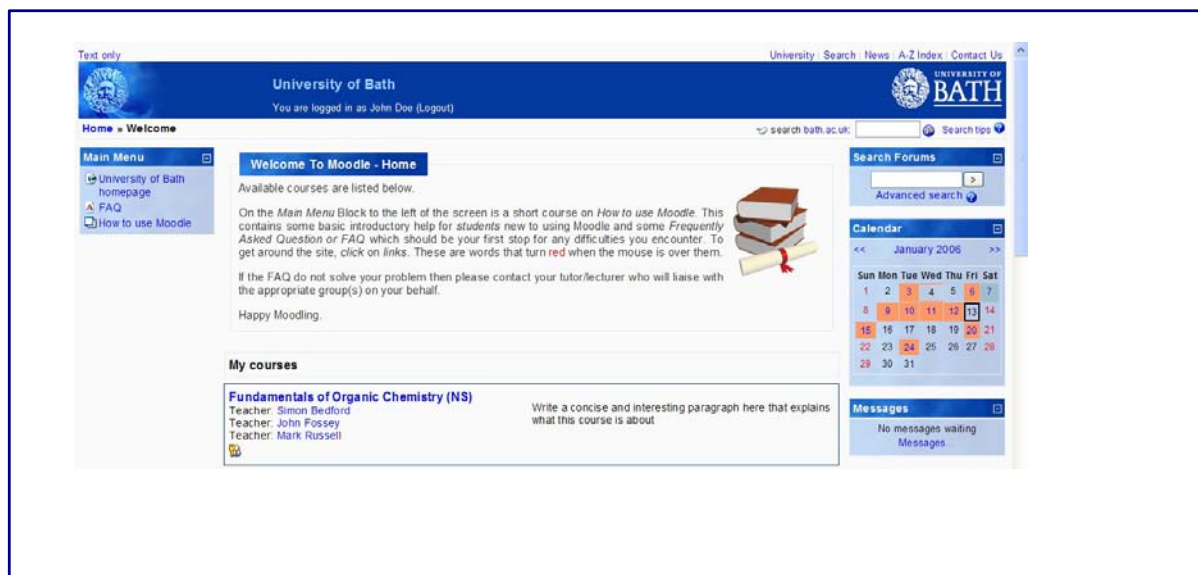
You should be able to login using your platform *user name and password*. If you encounter any problems, contact the helpdesk in the library or follow the link on the Moodle login page.

Once you have logged in you will be taken to your *Home* page. This is personalized for each student and will contain some *blocks* and a list of your courses. We will refer to blocks later.

You should be able to login using your platform *username and password*. If you encounter any problems, contact the helpdesk in the library or follow the link on the Moodle login page.

Once you have logged in you will be taken to your *Home* page. This is personalized for each student and will contain some *blocks* and a list of your courses. We will refer to blocks later.





### 9.3. Editing Your Profile

Now that you are logged on to Moodle we would advise that you go straight to *Edit your profile*. Editing your profile will allow you to become familiar with the options available to you in order to personalise your environment.

To edit your profile from your Homepage, click on your name on the banner at the top of the page.

From here you will be taken to your profile page. Select *Edit Profile* from the middle tab under your name. You will now see a page containing a series of options. We will go through those options and give advice on selections.

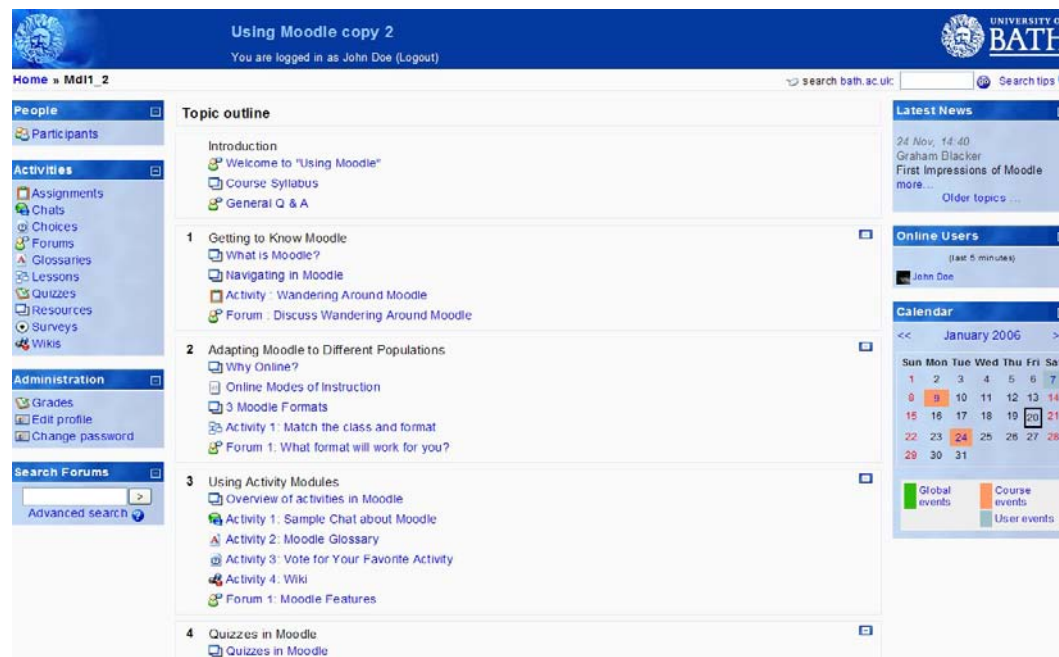
Whilst you may alter any of the setting most should be left as they are in order to ensure that Moodle functions for you at its best. Figure shows the fields that you could change and a little explanation.

Field	Setting and explanation
Email address	You can use any real email address but to be sure you keep up with course developments it should be the one that you check frequently.
Email display	It is up to you which of these options you select but our advice is to keep in mind that the purpose of Moodle is collaboration and communication.
Email digest type	You should change this to complete to ensure that you receive your course email.
Description	This field is mandatory but the information you include could be anything. A good example would be the course you are reading.
New picture	When inserting a picture it is your responsibility to ensure that you have the appropriate copyright clearance. To insert a picture of yourself click the browse button and search your computer for a picture. Make sure that the file is not larger than the maximum size listed. The image file will be cropped to a square and resized down to 100 x 100 pixels.

## 9.4. Page Layout and Blocks

The *Course* page you see as a student has Blocks on both sides and the main content through the middle. Figure 5 highlights some of the features. There are a number of blocks available for your tutor to include or leave out as they see appropriate. Blocks can also be customised (e.g. moved to a different location by your tutor). This means that your courses will all appear slightly different to each other but you should soon become familiar with each.

There are two ways to access your course resources and activities. The first is through the main course content in the middle of the page. Clicking on these links will take you directly to the activity or resource. The second is to use the activities block. Here the links take you to a list of activities/resources organized in their categories e.g. all the forums or all the quizzes.



The screenshot shows a Moodle course interface. The top header includes the course title 'Using Moodle copy 2' and the user 'John Doe'. The left sidebar contains a navigation menu with categories: People (Participants), Activities (Assignments, Chats, Choices, Forums, Glossaries, Lessons, Quizzes, Resources, Surveys, Wikis), Administration (Grades, Edit profile, Change password), and Search Forums. The main content area is titled 'Topic outline' and lists four sections: 1. Getting to Know Moodle (with links to Welcome, Course Syllabus, General Q & A, What is Moodle?, Navigating in Moodle, and a Forum); 2. Adapting Moodle to Different Populations (with links to Why Online?, Online Modes of Instruction, 3 Moodle Formats, and a Forum); 3. Using Activity Modules (with links to Overview, Sample Chat, Moodle Glossary, Vote for Your Favorite Activity, Wiki, and Moodle Features); 4. Quizzes in Moodle. The right sidebar contains three blocks: 'Latest News' with a recent post, 'Online Users' showing John Doe, and a 'Calendar' for January 2006 with a grid of dates and event markers.

You can then select one. Once you have opened an activity/resource, where appropriate further instructions should be given. For example when you enter a forum you will be given the option to add a new discussion or click on an existing discussion to read postings. It is important to remember that you cannot break anything in Moodle so if you have any doubts just click and see what happens. N.B. you may wish to exercise caution if you are taking part in assessed work.

*The calendar* is one of the more interactive blocks. It allows you to see events created by your course tutors and peers but it also allows you to add your own entries. This means it can be used as a personal organizer that has the benefit of being accessible anywhere you can get online.

## 9.5. Navigation

Once you are in your Moodle courses we think it is best not to use your browser's navigation buttons (the forwards and backwards arrows) as they may get you lost. A better way would be to use the navigation tools that are built into Moodle. These are the *Bread crumbs* and the *Jump to* menu.

The bread crumbs are a trail showing the pages you have passed through to get to your current location. They are shown in the top left corner of the page and clicking on them will take you to that point in the course. Note that on the example below there is a *Resources* link. This shows that the page you are in at the moment is a resource and clicking on the link will take you to a list of all resources for your course. The same principle applies with each of the activity types, so if you were in a *quiz* you would have a link to a list of all quizzes in your course.

The Jump to menu is a simple way of getting to any point in the course. Click on the down arrow next to Jump to, to open the drop-down menu. From here you will see the full list of all activities and resources in your course. Clicking on them will take you to that page. Alternatively you can use the left and right arrows to move one step backwards and forwards through the course.

## 9.6. MoodleActivities

Moodle offers a large variety of activities that are designed to help your learning. When your tutors create activities they will name them. This means that they will not appear as simply Assign mentor Wiki etc on the course page. Figure has several examples of this in the drop down menu where activities include “What do you think of Moodle?” and “Theories of Learning” However, an activity’s icon will always remain the same. This will help you to determine which activity you are about to use.

## 9.7. Participating in Discussion Forums



Discussion forums are identified by an icon in the shape of a person. The News (or Announcements) Forum at the top of the course is a special forum used for announcements from the instructor. Students cannot post messages to a news forum; however, you can post messages in other forums.

Online discussions may be considered to be homework, so be sure to spell check and review your writing carefully prior to posting your thoughts. To ensure that you receive proper credit for your postings, follow your instructor's guidelines carefully. For example, you might be required to post to a forum at least once during the first half of the week, and then respond to another student's posting by the end of the week.

There are different kinds of discussions in Moodle. Depending on how your instructor has set up the forum, you might not be able to view postings from other students until you have posted your message first.

### Viewing Forum Posts:

Click on the forum name to access a discussion. You can also locate and enter a forum by clicking on the

Forums link on the left side of your course home page.

Depending on the type of forum your instructor has posted, discussion threads may be fully visible to you or listed by topics. To view threads listed by topic, click on each topic's link. (Note that clicking on the student name under "Started by" displays the student's profile.)

You can choose how discussion postings appear on your screen by selecting different options from the pull-down menu at the top of any forum page. Play around until you find an option that you prefer: most recent first, oldest first, nested, etc.

### **Posting a Message:**

If you can read all of the postings without opening any links, use the "Reply" button to post your response to the instructor or to your classmates. Click on Post to forum to submit your comments.

If you need to open postings from other course participants to see what they have said, click on the discussion topic links to read those comments. For this kind of forum:

1. To make your own original posting, click on Add a new discussion topic.
2. Enter a short, descriptive title in the Subject field.
3. Enter your comments in the Message box. (If you are using Firefox or Internet Explorer as your browser, you can change the font and apply other formatting to selected text by clicking on the appropriate buttons on the toolbar provided.)
4. Click on Post to forum.
5. To post a reply to a classmate, click the Reply button, type your message and then click on Post to forum.

Note: After posting a message to the forum, you have 15 minutes to make changes to your message before it becomes visible to your classmates.

### **Subscribing/Unsubscribing to Forums:**

If you'd like to receive an email message for each post made to a particular forum, you can subscribe to it by clicking on the link in the upper right corner labeled Subscribe to this forum. If you receive copies of discussion postings in your email, either your instructor has subscribed everyone to a forum OR your Moodle account is set up so that you are subscribed to all forums after you make a post. See Editing your profile to reset your Moodle preferences to stop future floods of posts.

To check your subscription status for forums in which you have participated, open the Forums quick link on the left side of your course home page. You can subscribe or unsubscribe by clicking on "Yes" or "No" in the Subscribed column related to each forum.

Note that all students are automatically subscribed to the instructor's News (Announcements) Forum. You cannot unsubscribe from or post a reply to that forum.

### **Other Considerations for Forums:**

Long posts: It is possible to be timed out on your web connection, resulting in the loss of your posting. For extensive comments, you may wish to draft your post in a word processing program, then copy and paste your comments into the forum. After you paste your comments, select the text you just pasted and click on the Word icon in the top row of your textbox toolbar to "Clean Word html." That will strip out the weird formatting that Word often inserts and allow you to format the text as you wish.

Attachments and photos: For discussions, most instructors will ask you to post directly in the forum area rather than attaching a file, although you may be asked to attach a file to a discussion post in order to share your work with classmates. If you do, be sure to include a file extension (.DOC, .XLS, .PDF, etc.) so that others will be able to open the file. You can also insert photos, BUT be sure to make them a reasonable size (4" x 5" or 300 x 400 pixels, under 100K) before you post them. Moodle displays photos in their "native" size.

### **Working in Groups:**

If your instructor has set up groups in Moodle, you will find a special forum devoted to your group work. In this forum, you can have discussions and attach files to your posts to share them with your team. Your group work may be visible to other teams or it may be visible only to your team and the instructor. You can find out what group(s) you are assigned to by checking your profile in your course site

## **9.8. Submitting Assignments**



You will likely be required to submit assignments in Moodle during the term. To ensure that you receive proper credit for your assignments, be sure to follow all instructions given to you by your instructor.

### **File Formats:**

In order to give you credit for an assignment, your instructor must be able to open and view your file. In the case of word processed files, this usually means saving in .DOC format. If you are not using Word, use the "Save as..." command to save your file in .DOC format. Of course, you should verify the format required by your instructor for each course. Also follow any other requirements such as APA or MLA citation style, etc.

### **Naming Your Files:**

To prevent possible problems, use only alphanumeric characters (letters and numbers) when naming your files. Avoid using special characters such as # or %. Be sure to include your name in the body of your file and name your file according to the instructions provided by your instructor. If in doubt, name your file with your last name, first initial, and assignment name, e.g., WashingtonG\_report.doc.

### **Types of Assignments:**

Moodle allows instructors to post assignments four different ways. To see what types of assignments are in your course, click on the Assignments link. Visible assignments will be listed and may include the following:


- Advanced uploading of files – Provides a link allowing you to submit one or more files for grading. This type of assignment link may also be configured for you to submit multiple drafts of an assignment to this same link.
- Upload a single file – Provides a link where you can upload a single file one time only.
- Online text – Provides a textbox where you will enter information directly into Moodle as directed.



- Offline activity – Provides information about a graded activity that you will not submit through Moodle (for example, a performance or homework submitted in class).

Note: There may be other assignments that are not yet available, but will become visible later in the term. Also, your instructor may have other assignments that were not created with Moodle's Assignment function and don't appear in Moodle. Be sure to read all instructions in the syllabus and in your course site to ensure that you don't miss any assignments.

### **Submitting Assignments:**

Assignments are identified by a clipboard icon.  To open an assignment, click on its title in the course

module or open it from the Assignments link in the Activities block on the left side of the course page. When you are ready to submit your assignment, follow these steps.

### **Uploading files to assignment links:**

1. Open the assignment link and click on the Browse button at the bottom of the page.
2. Navigate to your file and double-click on it.
3. Click on Upload this file.
4. Look for a "File uploaded successfully" confirmation message.
5. To send additional files, if allowed, repeat steps 1-4.
6. If the file link is labeled "Final submission for assignment marking," click on Send for marking to submit your final version.

If you create multiple drafts of your assignments, you can check that you have submitted the correct version by clicking on the file name and opening it. If you need assistance in removing a file so that you can upload a different version, contact your instructor and ask to have your "attempt" cleared.

### **Submitting online text:**

1. Open the assignment link and click on the Edit my submission button at the bottom of the page.
2. In the "Submission" textbox, enter (or copy and paste) your answer or other text.
3. Click on Save changes to submit.

### **Reviewing Feedback:**

To see your instructor's feedback, click on the assignment name to reopen the assignment link or click on Grades in the Administration block on the left of your course home page. Open the assignment link to view any files that your instructor has posted to provide feedback on your work.



## 9.9. Taking Online Tests




### Things to Know about Tests.

Follow these recommendations when taking a test or quiz in Moodle:

- Preferably use a recent version of Firefox. You can download Firefox for free at <http://www.mozilla.com/firefox>.
- Avoid using a wireless connection. Use a wired connection whenever possible, preferably high speed.
- Close all applications and restart the computer before starting up Moodle and taking the test. (This is especially important if you are using a shared or public computer.)
- Plan your test-taking times carefully. Note the closing date and time as well as the time limit for the quiz.
- The test will automatically close at whichever time comes first, even if you have not reached the other time limit.
- The speed of your computer and your connection will both determine how quickly the test is displayed and answers are saved and/or submitted. If taking a timed test, be sure to save and submit your test several minutes before the timer runs out.

### Taking a Test:

1. Click on the test title in a course module or open it from the Quizzes link. Quizzes are identified by a clipboard with a green checkmark. 
2. Click on the Attempt quiz now button and then on OK to confirm that you want to start the quiz.
3. Note any special instructions, including the time limit (if applicable).
4. Select or enter the best answer to each question.

Note: Your instructor can set the quiz to display all questions on one page or to display them one at a time. If the questions appear one at a time, use the Next button (or click on a page number) to move from question to question.

5. If the test has a lot of questions, click periodically on the Save without submitting button near the bottom of the page to help ensure that your answers are saved in case of a technical problem.
6. When you have completed all the questions, click on Submit all and finish and click on OK to confirm your submission.

### Checking Your Grades:

Your instructor may or may not use the grade book feature in your Moodle course site. To check your grades, follow the link for Grades in the Administration block on the left of the course home page.

## 10. MENTORING IN E-LEARNING

A – 4 learning hours	B – 2 learning hour
<ul style="list-style-type: none"> <li>• <b>Psychological and pedagogical aspects in virtual learning environments</b></li> <li>• <b>Learning theories</b></li> <li>• <b>Adult motivations to learning process</b></li> <li>• <b>Premises of e-learning methodology</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning objectives</b></li> <li>• <b>Selection of content</b></li> <li>• <b>Organization of content</b></li> <li>• <b>The implementation of e-learning</b></li> <li>• <b>Barriers for implementing of e-learning</b></li> <li>• <b>Teletutorization</b></li> <li>• <b>Tutor's roles</b></li> <li>• <b>Types of activities</b></li> <li>• <b>Motivational techniques in virtual learning environments</b></li> </ul>

### 10.1. Psychological and pedagogical aspects in virtual learning environments. Introduction

Today, we live in a world that is constantly changing and therefore education systems have to adapt to these social, economic and technological transformations. In this context, the introduction of new technologies in education has enormous potential, but also requires new approaches that differ from traditional teaching methods.

Assuming that e-learning solution takes place in a technological environment, we must not forget aspects such as interactivity, communication systems, learning environment, etc. These aspects depend on the sender's (training provider) and the receiver's (student) IT capacity, but especially on the didactic model that the formation relies. Therefore, it is necessary to consider the advantages of Information and Communications Technology (ICT) that are attuned to the educational opportunities that the system is able to put into play.

Definitely, the pedagogical approaches that were based on traditional learning methodologies may be replaced by other assumptions more in line with the new challenge posed by e-learning, since the means, the media where the contents are stored, and the relationship between tutors and students have changed. In fact, this new scenario for training requires a consideration about available resources and the incorporation of new roles by tutors and students, in terms of efficacy.

In connection with the above, we are witnessing a change of mind due to the favorable results that emerge from some experiences in e-learning. In many cases, an

online conversation may be warmer and closer than a face-to-face one, since face contact doesn't ensure that communication is most effective, neither provides further support to the student.

The real "distance" appears and has negative effects when the student faces the learning process all by himself. In most cases, this circumstance does not depend on the type of teaching, but the pedagogical structure that relies on the training program.

As is clear from what has been said previously, the e-learning method involves unique characteristics that differ considerably from the presential learning and the traditional distance learning. Indeed, the enormous possibilities offered by this method require advance planning work since there is no room for improvisation, but this aspect shall be seen in more detail in the next topic.

### 10.2. Educational factors

When we consider training through e-learning, we must consider a number of variables that will affect the degree of assimilation of the contents and the subsequent success of the training. These variables can be specified as follows:

- Our target: it is necessary to adapt technological and human resources to the student's profile, that is the target of the training, ie, we must analyze assimilation of contents capacity, depending on age and previous training of the student.
- Ability of the teacher: the use of new technologies requires an understanding by the tutor, as well as the subject to be taught, new ways of processing and information development, the pedagogical principles of adult learning, and technological environment where training will be developed.
- Methodological aspects: it is necessary to coordinate the used methodology with the proposed objectives of the training.
- Technological environment: technological environment of the design features and tools must be designed to provide quality training, unifying criteria for structuring content. This structure aims to achieve the following educational objectives:
  - Increase the effectiveness of teaching-learning process.
  - Facilitate the assimilation of knowledge by ensuring that the display of the content, presenting similar structures, is quick and logical.
  - Increase the level of student motivation.
  - Support the training process in visual learning, since this way the student manages to save his cognitive resources and focuses on content assimilation.

### 10.3. Learning theories

Learning theories attempt to describe how learning occurs. In the field of e-learning, the most accepted theories are called "Behaviorism and programmed instruction" and "Constructivism." However, experts do not dare to opt for one of the two theories, but they rather suggest using a combination of both, leading to a mixed model.

Some of the principles underlying these theories are:

**a) Constructivist theory:** This theory is based on two premises. On the one hand, it is considered that learning is meaningful when students get together ideas and schemes of knowledge, which they already have, with new ones. On the other hand, it is considered that the tutor plays a critical role in student learning, adapting the content to individual needs. The theory thus focuses on how to present and organize content, suggesting a structure that is related to the contents in a growing complexity and facilitates meaningful learning. More specifically, some of the ideas that arise from this theory are the following:

- Provide different opportunities for students to face situations that conflict with their previous experiences.
- Propose activities to help them to restructure their knowledge, using, for example, problem-solving activities / case studies.
- Promote activities that require interaction and collaboration with other students and the teacher (collaborative learning).

**b) Behavioral theory:** On the other hand, this theory suggests the following guidelines:

- Learning objectives development.
- Proper structuring content that the teacher wants to convey.
- Organization of information in small blocks of content.
- Continuous evaluation of student responses to ensure that the student masters the required skills before moving on to the next stage.
- Continuous feedback and reinforcement of desired responses.
- Track students to systematically check their pace of learning.

As we can see, both models provide interesting aspects, so the best option is to take the positive points of each other. For example, the behavioral perspective is very useful in organizational matters, i.e., regarding the structure of the training, guidelines for evaluation, etc.. On the other hand, the constructivist theory points out to some highly recommended guidelines in the treatment of academics aspects such as the definition of group activities, forms of interaction between actors involved in the process, etc.

Thus, based on everything said so far, and thanks to the union of the two models, we can affirm that in the field of e-learning, a series of changes have been produced, regarding the concept of teaching and the roles of both students and trainers (Collis, 1998). Some of these changes from the traditional training are:

- From a general education aimed at a group of students, we turn to an individualized training, which responds to individual needs.
- From lecture, characteristic of traditional training, we turn to a constructivist approach, focused on student learning, that is the one who takes the reins of their personal development.

- From a teaching where the teacher has a specific weight in the learning process to a more responsibility and involvement of students in their learning process.
- From a result evaluation to a formative evaluation, that takes into consideration the entire learning process, with particular emphasis on student's progress and effort.
- From standard training programs to customized training programs tailored to students, depending on their interests and needs.
- From verbal thinking to the integration of visual and verbal thinking, since the content comes in different forms, thus facilitating the understanding and assimilation of developed concepts.
- From a competitive structure to a cooperative structure, in which student learning occurs fostering teamwork (collaborative learning).
- From work with the best students to work with all the students, taking into account the individual pace of learning, different ways of accessing content, etc.

#### 10.4. Adult motivations to learning processes

When we speak of motivation we need to ask a series of questions that allow us to elucidate the students' motivation. These questions are as follows:

- Which are the causes why a person starts an action?
- What is the reason why a person keeps his efforts to achieve a particular goal?

To answer these questions we must consider that the formation of the adult answers to group and individual motivations, at the moment. To understand those which belong to the first group, it's important to keep in mind the ongoing process of development that we are heading in different areas of our lives. For example, there have been changes in patterns of production, social values, roles we play, and so on. This has generated a need for lifelong learning, since the performance of professional duties require a higher skill level.

On the other hand, in terms of individual motivations, people expect to respond to different social and professional needs. Some of these needs are listed below:

- Social promotion: through training, many people aspire to move up the organizational hierarchy. In fact, the current trend of human resources is to make the most of human potential through training, and often this takes the form of career plans, etc.
- Increase self-esteem: often, training is a strategy to gain confidence in oneself, covering intellectual concerns.
- Social participation: for some people, participate in training represents a chance to interact with other individuals.

In any case, as trainers is necessary to consider the wide range of needs that can show our students, so that the design of the training activities that are going to develop really answer all these needs.

In general we can say that adults search in e-learning a way to deal with labor and social changes, bearing in mind the need to save time and effort. On this basis, all our efforts should be directed to the training developed in our actions really responds to issues that students wish to resolve.

### 10.5.Premises of e-learning methodology

This methodology takes as reference the following premises:

- Learning is constructed through the learning experience. Therefore, the student is able to stake his previous experiences and establish a process of reflection that will lead to meaningful learning.
- Interpretation is personal, so there isn't a shared reality. Thus, students get different interpretations of the same materials, based on their knowledge and experience.
- Learning is an active process. For this reason, the attitudinal aspect is a key factor towards achieving the training objectives. This assumption will affect, as we shall see, the role both the student and the tutor take in the learning process.
- Learning is collaborative, which means that it is improved by multiple perspectives. Thus, the exchange of experiences between students from different scope and geographical areas represents an element that adds significant value to training.
- Knowledge is situated in real life and that is where learning should occur.
- The brain is a parallel processor capable of dealing with multiple stimuli at the same time. In fact, repeating the same information through different channels significantly enhances retention and assimilation of the content.
- Learning takes place in both a conscious and unconscious way. An example of this is what we learn in our daily lives without planning.

Therefore, on the basis of the above, training products, that are developed through this method, are characterized by the following:

- Utilization of multimedia: in e-learning, the way the information is presented is very similar as human brain works. In fact, content can be translated by a variety of multimedia elements such as text, graphics, audio, video, etc.. bringing into play different stimuli to our senses.
- Open system: student are free to move within the educational environment, progress at their own pace and make their own choices. It allows for a continuous updating of content and activities, thus ensuring the quality of the training program.
- Use of Hypertext: The ability of hypertext / hypermedia for structuring the information in a hyper-dimensional, ie it enables the design of materials tailored to different levels, attitudes and abilities of students, giving them the option to construct their own meanings.



- **Interactivity:** the training materials used in e-learning have an interactive character, allowing the user to take an active role in relation to the pace and level of work.
- **Tools for synchronous and asynchronous communication:** students can participate in tasks or activities at the same time wherever they are, or done these activities individually during a certain period of time.
- **Accessibility:** It means that there are no geographical limitations, since these training products use the full potential of the Internet, neither time constraints, considering that it is the student who decides when connected. Similarly, the training resources do not have to concentrate on a single area or institution. In fact, the potential of the Internet allow students to use resources and materials scattered throughout the world in different Internet servers.
- It also provides that the trainers are not necessarily in the same geographical area where the course is taught.

Example: "If we live in Madrid and took a course in e-learning Emotional Intelligence, we could have as a tutor some of the most important gurus of the subject, whether s/he is in London, Chicago, etc.".

- **Monitoring:** monitoring the evolution of students in their learning process is very high since the virtual learning environment provides tools that can store different data involved in the use of the course (connection times, parts of content that have been displayed, exercises and activities that have been made, etc.). On the other hand, the tutor has as one of his main tasks to track each student individually, through the evaluation of different aspects involved in the training process.

In short, e-learning makes available the information strictly necessary (and links to other sources of information), with a very practical approach, where the student learns interactively using computer recreations that are sit in a pedagogical model previously defined.

### **Example:**

If you want to teach a student how to draw the silhouette of Bart Simpson, you have two choices. First, the student studies it for half an hour, or second, he practices drawing it for five minutes. After this time, you may observe how the student who has drawn the silhouette of Bart three times in five minutes, has further developed his capacity to draw than the student who has studied the character for half an hour.

Regarding the use of multimedia resources, thanks to new interactive applications, e-learning has the dynamics of a video game about a movie: both tell a story, but in the film, the person is passive while in the game, this person is the protagonist of the story, things are happening to him. One thing is clear; an action is more pervasive in our memory if, in addition to view, this action is played.

Experts say that learning and training of the future will be 100% interactive, reaching the desired effectiveness. In addition, the presence of external tutors (as the program assistant in 'Word Office' from Microsoft) will help to emphasize the potential difficulties that may arise during learning.

## 10.6. Teaching requirements of e-learning solutions

The different training offers that are presented in the field of e-learning must contain the following features:

- Students work on real problems and seek solutions together.
- Dialogue is encouraged between participants and instructor.
- Issues that involve higher order cognitive skills (evaluation, analysis, synthesis rather than memorization) are arisen.
- Discussion topics are varied and can be raised by the students.
- There is a variety of links to other sources of relevant information.
- Feedback is provided to participants.
- Boundaries of the content are broken, incorporating certain dose of freshness, creativity and humor.
- It provides mechanisms to meet the social and emotional needs of students.

Definitely, the concept that underlies learning through e-learning is to LEARN BY DOING or what it is, learning by doing, rather than TEACH BY TELLING.

It is, therefore, that the student plays a role, turning the learning process into an emotional experience. In this sense, some experts point out that the model should be 40/30/30, ie spend 40% of the time working individually in a practical environment (learn by doing), where the student can assimilate most of the content, giving freedom to their imagination and learning from their mistakes. Another 30% of the time should be spent doing activities and exchange of ideas with the tutor and a small group of peers in a work environment. Finally, the remaining 30% should be used to socialize this knowledge with all fellow students.

### Summary:

In e-learning a balance between the possibilities offered by ICT and educational opportunities must achieve.

In the field of e-learning, the most accepted theories are called "Behaviorism and programmed instruction" and "Constructivism."

Thanks to e-learning method, a series of changes regarding the concept of teaching and the roles of both students and instructors have been produced.

E-learning method makes available the information strictly necessary to the student, with a very practical approach, where the student learns interactively using computer recreations

## 10(B) Planning of training. (Advanced level B)

### 10(B).1. Introduction

Unlike presential learning, e-learning should be well planned in all training activities, leaving no room for improvisation. This is due to, among other things, the student that accesses to training via the Internet, looks for saving time and money. In

addition, another factor that affects the need to plan in advance the actions of e-learning is that users face their learning without the resources motive of presential learning (personal contact with teachers, peers, exchange of notes, etc.). Also in this methodology, the tutor finds more difficult to introduce new elements in the learning process, given the peculiar characteristics of online training.

However, we will see there are different strategies and tools that will help us overcome these obstacles. Planning is a very important phase in the framework of this methodology and affects different areas. On one hand, we must anticipate the technological impact and any possible solutions. Some of the most common problems raised by users are quoted below:

- Setting up the computer.
- Internet connection.
- Download attachments.
- Questions regarding the use of any of the tools of the system.
- Incompatibility of the platform or some of the services offered, with other software installed on the user's computer, etc..

### **Example:**

Imagine that a student tries to access our platform for the course and meets the need for a certain configuration on his computer (screen resolution, hard drive capacity, incompatibility with other installed software, etc.). . If we have not provided a service to solve these problems or questions submitted by students, will be giving a bad image and the user may desist from performing the training.

Similarly, the training understood as the teaching-learning process which integrates the student, must be designed in detail, taking on the characteristics of students and their particular conditions. From this preliminary analysis, all the elements involved in the process should be designed:

- Objectives of the training.
- Timing and duration.
- Contents.
- Exercises and activities.
- Monitoring and evaluation strategies.
- Tutorials, etc.

In short, part of the success or failure of an e-learning course depends on the degree of planning.

### **10(B).2. Learning objectives**

Once we clear the training needs to be met, the first step that should be taken is to formulate learning objectives. The learning objective indicates what the participant will be able to do at the end of the training or at the end of a training phase. Therefore, it describes the expected results of the training rather than the procedure.

The aim pursued with the formulation of learning objectives is to provide a stable criterion that allows us to assess the performance of the participant. For this reason, these objectives should constitute conducts that may be viewed or assessed. Therefore, it is important to formulate clear and concise objectives, avoiding the use of ambiguous verbs.

The learning objectives fall into three distinct categories as shown below:

**a) Cognitive:** describe actions that show the acquisition of knowledge.

It is made up with ability to know, such as reflection, problem solving, memory, etc..

**Example:** taking as reference the course, a cognitive objective might be:

"Knowing the advantages and disadvantages of e-learning."

**b) Psychomotor:** describe actions that show the acquisition of a skill. It is intended that adults develop skills that allow them to perform certain actions or tasks effectively and accurately.

**Example:** "To know an email address."

**e) Attitudinal:** it is the scope of feelings, attitudes, emotions and values.

It is intended that adults are more sensitive, react or cooperate positively in relation to something, a value, a fact, etc.

**Example:** "Adopt a critical attitude towards the information we read in Internet".

Some verbs, grouped by intellectual levels, which can facilitate the formulation of objectives, are the following:

- Knowledge: arrange, define, list, memorize, name, organize, relate, remember.
- Comprehension: classify, describe, explain, identify, indicate, locate, report, restate, review, select, sort, transfer.
- Application: apply, choose, show, illustrate, interpret, manipulate, prepare, sketch, solve, use.
- Analysis: analyze, choose, categorize, compare, contrast, differentiate, distinguish, examine, inventory, question, check.
- Synthesis: arrange, link build, create, design, develop, organize, plan, prepare, display, synthesize. Evaluation: evaluate, determine, choose, compare, defend, calculate, consider, judge, qualify, select, assess.

Finally, the use of e-learning methodology involves the acquisition of some skills that can also be formulated as learning objectives. Some of these skills include:

- Handle tools such as email, chat, etc. properly.
- Be able to perform Internet searches.

### **10(B).3. Selection of contents**

After the formulation of learning objectives, we come to another of the important moments in the design of an e-learning action: decide what the most appropriate content is, ie, determine what the students are going to learn.

The contents are defined as the set of cultural and technical knowledge with which people approach the solution of the problems that life presents them in a certain physical or social context. In an e-learning project, the practical nature of this content becomes even more obvious, especially considering the profile of students who agree with this methodology, ie. most of the people are working and do not have the time required to attend courses.

Regarding the person responsible for this selection of content, it is imperative to have an expert on the subject, who may belong to the organization or be an external agent (most often). S/he is responsible for the preparation of the training program and each learning unit or object (module, chapter, teaching unit, etc.) according to pedagogical model and the various instructional forms previously defined (courses, workshops, seminars, etc.).

Finally, it should be mentioned that regardless of the contents that have been selected to prepare an e-learning project, students will do their own selection based on their interests. For this reason, it is of great value to increase the quality of training and provide diverse sources of information relating to the subject under study.

#### **10(B).4. Organization of contents**

Once we have selected the course contents, we must provide them with a logical structure. In this regard it is noteworthy that the organization of content in e-learning is more complex than presential learning, as we have more options and resources (for example, we use images, text, sound files, etc.). . Also, information can be distributed in different sources such as books, electronics papers, external websites, specific course web page, and so on.

Then, there are some aspects to take into account when defining the structure of contents:

It is appropriate to look for the right structure in each case.

The structure of a set of web pages is very important, since a good organization of these web pages allow the reader to visualize all the content in an easy and clear way, while a set of web pages with inappropriate structure will make the reader to feel lost, s/he won't find what s/he is looking for quickly and s/he will end up leaving our site.

It is advisable to make a draft structure before starting work. Before creating a set of web pages, we must have a clear idea of how it will be the structure of these pages. It is convenient to make a simple scheme for most cases, a sheet of paper and a pen will be enough, but if the site will accommodate a large number of pages, we should use some kind of program that can handle graph-like structures.

The structure is given by the content. It is not the same to create a navigation structure for a site that publishes information in a book style, whose structure will consist of chapters, than to present guided information through a series of steps. In the first case, the type of information is adapted quite well to a linear and hierarchical structure, while the second one needs a linear structure (imagine a tutorial or a tour), as discussed below.

#### **10(B).4.1. Simple linear structure**

This is the easiest way to organize content on the Internet. In this model, the options for students are limited or non-existent, except for the possibility to move forward or backward.

This structure is very useful when you want the reader to follow a fixed and guided path.

In addition, we stop the student to be distracted by links to other pages. On the other hand, it can cause the reader the feeling of being trapped if the road is very long or uninteresting. This type of structure would apply to learning tutorials or guided tours.

#### **10(B).4.2. Branched linear structure**

The central idea of this model is based on making different learning paths by the sequence presented in terms of the background or interests of the students. Therefore, the sequence can contain both mandatory and optional elements.

#### **10(B) 4.3. Hierarchical structure**

This structure is highly recommended when the content of the training is complex. Thus, the concepts are divided into more specific topics, so that the student is moving up or down as he enters a new concept.

However, using this model requires the trainer to conduct a preliminary analysis of the content to teach the topics and subtopics, and its hierarchical order.

This arrangement allows the student to know where he is in the structure. Besides, the students can know that, as goes into the structure, he gets more specific information and the more general information is found at higher levels.

#### **10(B). 4.4. Network structure**

By using this structure, we enable the student to navigate though the content freely. Therefore, the idea in which is based is that students learn best when they set their own itinerary. In fact, this structure content allows the student to access the course through different pages and browsing using the links we have previously inserted in the document. The drawback to this model is that students may feel confused by the variety of possibilities that are offered or to be distracted by irrelevant information.

For this reason, we strongly recommend this model of organization associated with any known structure, for example, the structure of a city.

#### **10(B). 4.5. Problem-centered structure and case**

Another available option is to take a practical problem as a starting point. The basis of this model is not to present a beforehand predetermined content structure. In this case, the tutor will guide students in finding information to respond to the problem.

The cases are an important tool for active learning because they make the students to face real problems, and allow their resolution either by individual or team work. In this connection, some experts say that learning from this model is more efficient.



### 10(B).5. The implementation of e-learning solution

Like with other forms of training, planning is vitally important to the success or failure of the student after the learning process. In fact, skip this step may translate in the lack of support and this, in turn, may mean that even the best product does not achieve the desired results. For a company, these consequences can also be very significant, since positive or negative results may affect future processes of formation, as described below.

The first thing to consider when introducing this new methodology in a company is to assess whether it can anticipate these changes and any errors that may arise during its implementation. In any case, we can establish a series of phases before implementing a program of e-learning to some extent ensure optimal results.

#### 10(B).5.1. Phase 1 Project Planning

Implement an e-learning project requires the commitment of the organization, both time and resources. For this reason, and because it is a relatively new training methodology, it is necessary to involve senior managers in the project by showing them the necessary resources in a realistic way. This is very important because if we do not adequately assess these resources, our project may fail.

To avoid this, it should perform a needs analysis clearly explaining the problem to be resolved. These data will prove valuable when justifying our project and allocate the necessary resources. Also, with this analysis, we can establish learning goals that will be the basis for assessing the performance of the training.

This needs analysis focuses on the following parameters:

**a) Technological needs:** Given that a draft e-learning is a solution based on the technology, resources differ significantly from traditional training. It is therefore essential to assess whether the organization has the necessary infrastructure to conduct the on-line training. In fact, a common mistake is to assume that all end users have the hardware, software and Internet connection, but in many cases it is not the case. In this sense, it will help to have the support of the company's IT department, especially regarding with the information they can provide us about the resources and technological possibilities of the company.

**b) Staff needs:** Often, organizations are unaware of the time its employees spend working to implement and maintain an on-line training program. Another aspect, often overlooked, is the need of encouragement and support presented by the participants. In this sense, it is very useful to involve managers so they provide the assistance needed during the training process, and once it is completed.

Finally, after analyzing all the above, it should reflect the data from this analysis in a project report, since this document can grab the attention of key decision makers, as well as it is very useful as a reference guide.

Also, at the time of writing this report, we should be aware of those aspects that are most attractive to managers. These are the ones listed below:

- Increase efficiency.
- Generate benefits.
- Reduce costs.

- Improve the quality of products or services.

In short, it attempts to show the advantages of an e-learning project for the organization, with particular emphasis on profitability that occurs not only in economic terms but also in the field of human resources through retraining.

Based on the above, the points to be addressed in the project report are:

- Financial resources.
- Temporary milestones and project deadlines.
- Technical considerations.
- Estimate investment of staff time.
- Impact on staff.
- Criteria for achievement of objectives and reporting.

### **10(B).5.2. Phase II Pilot test**

The objective of this test is to test the technology and assess the effectiveness of this type of training, while minimizing the risk to the organization. The advantage is its realization is that people understand the experimental nature of the pilot tests and are more willing to excuse any errors that occur. Moreover, in the case where the test is successful, this may provide a valid argument to justify its application to the rest of the company or academic institution.

As for the selection of participants in the pilot test, it should include those employees who are more representative of the target. In one hand, this will identify problems across the organization and on the other hand, it will form a large group of experts in the operation of our system. It is also good to include people who are leaders among the rest of their colleagues, because they can perform a positive influence to the rest of the group, regarding the perception of this methodology.

Specifically, informal communication can become our ally, creating positive attitudes towards online training.

As for the guidelines to follow include the following:

- Communicate the official implementation of the pilot test.
- Detail and explain the objective of the pilot test.
- Specify the start and end dates of training, encouraging the participants to develop it within the assigned dates.
- Respond to requests for assistance immediately and resolve technical issues quickly.
- Provide ongoing feedback on the evolution of training.
- After completion of the pilot test, it is necessary to analyze all the information obtained to assess the results. If we consider that the test was a success, we use these results to validate our project and thus justify their application. If we do not get the expected results, the next step is to analyze the factors that caused them and propose corrective measures.

- Finally, once we have assessed the results of the project, you should report them to the participants, in addition to the improvements that have arisen as a result of their valuable contributions.

### **10(B). 5.3. Phase III: Project Promotion**

A detail which is often forgotten is the promotion of our project of e-learning.

Often, we only care to present or advertise our project to a group of executives, relying on they will leak the information to other employees. Well, this is a serious mistake and, in fact, it is desirable to present to the target audience the advantages of our project, rather than the features.

### **10(B). 5.4. Phase IV: Introduction of change**

On numerous occasions, e-learning projects can generate some fear and apathy among potential users, since this methodology represents a significant change from traditional presential learning. For this reason, many experts believe that the best option is to maintain presential learning, offering online training as an alternative. Thus, the change will not be imposed and, therefore, there will not be a reason for refusal by workers. In this regard it is noteworthy that employee's resistance to changes imposed by the company is a common defense mechanism that helps people to maintain emotional stability in a world that is presented in constant change. Since engaging directly with a person's defenses may be useless, the best strategy will be to ensure that workers choose the change rather than impose it to them.

To achieve our goal, it is important to know beforehand the concerns and fears of the target population. Related to that, the instrument that can provide sincere answers is the anonymous survey. Thus, we can observe how what at first sight it seems a resistance, becomes reality, in a legitimate excuse. Some of the obstacles that workers may present are, for example, the following:

- Have received no clear instructions about starting the course.
- Have to conduct training outside their working hours.
- Inadequate computer equipment.
- Misconceptions about e-learning.
- Excessive workload, etc.

Moreover, we point out that the strategies we dispose to overcome user's resistance will depend on the situation in question.

For example, for some workers using a computer becomes an intimidating factor. In these cases, the best way to remove these fears is to contemplate the possibility of teaching a classroom session explaining the basic computer skills, as well as the functioning of our on-line training system.

In addition, if a small guide which includes instructions for managing the technology platform is delivered, many of the fears can disappear quickly.

Another strategy that can minimize the impact of new technologies is to structure the training, checking dates on a calendar of tasks. Also, the constant interaction with students is an important factor for the positive evaluation of this training

methodology. E-mails can be sent regularly, promote and propose discussions via online chat, etc.

Finally, it is useful to train certain employees of each department so they can act as trainers of other users.

### **10(B).6. Barriers to the implementation of e-learning solution**

As discussed above, the implementation of e-learning solution requires a process of adaptation by end users. Thus, we can find some obstacles such as those listed below:

**1. Cultural barriers.** The culture of the organization can be presented as an obstacle in the following cases:

It isn't oriented toward self-management. The e-learning requires a new participant profile, defined from his independence to work the material, and the flexibility to manage his time and learning rhythm. There are no members who are adapted to the use of tools.

**2. Educational barriers.** With this, we refer to the existence of a large amount of educational aspect content that hasn't been studied or little studied.

**3. Psychological barriers.** There may be resistance from some employees to e-learning; they express a preference for the traditional method of training. To overcome this obstacle, it is imperative that all e-learning initiative is accompanied by a constant process of change management. In this respect, understanding what the preferences of different audiences are, trying to generate a climate of acceptance from the display of benefits and improving the elements perceived as disadvantages may represent aspects of great help.

**4. Technological barriers.** In many cases, the technological aspect may pose some dilemmas. For example, the bandwidth limits the possibility of using rich technological resources, such as videoconferencing.

In addition, the use of multimedia resources is limited if we want to reduce the access time and navigation through the learning objects.

#### **Summary:**

In e-learning, all training activities should be well planned, leaving no room for improvisation.

On the technology, we must provide for any possible impact and resolution.

Once we know the training needs to be met, the first step we should take is to formulate learning objectives.

The learning objective indicates what the participant will be able to do at the end of the training or end of a training phase.

The contents are defined as the set of cultural and technical knowledge with which people approach the solution of the problems that life presents them in a certain physical or social context.

The first thing to consider when introducing this new methodology is to value a company if the company is prepared to anticipate these changes and any errors that may arise during its implementation.

### 10(B).7. Teletutorization. Tutor's objectives

Within the field of e-learning, assumptions about the objectives to be covered by the tutor differ on presential learning, given the peculiar characteristics of this methodology and the environment in which it operates. In any case, among all these objectives, one in particular is highlighted that is intrinsic to the work of every trainer:

"The main goal of the tutor is to ensure that students reach the educational objectives foreseen at the beginning of the training."

To achieve this goal, the tutor should take different roles throughout the training process, responding to student needs that arise at any time.

However, besides the general objective outlined above, other specific objectives that affect the following areas may be included:

**Contents:** the tutor must ensure that the knowledge, that is intended to convey in the training, is affordable to every one of the students, adapting to the particular situation presented. In this sense, the trainer must take a leading role in assessing whether the contents fit the profile of the students, proposing possible improvements if necessary.

Similarly, it is of great importance to filter the amount of information to convey. In many cases, students face a number of articles, documents and other teaching resources that often are lack of interest. Therefore, taking into account the student profile of e-learning, ie, someone who has little time and is looking for a resource in training that will solve professional problems, a slogan to follow on this type of training activities is to provide only the information that the student finds necessary and useful, eliminating anything that might be considered as an accessory.

**Teaching-learning process:** in this area, the tutor becomes a key figure, since it must ensure the acquisition of knowledge needed by the student. For this, in an e-learning training, special emphasis is made on understanding the concepts developed and their practical application rather than memorization.

**Evaluation:** the trainer should be able to ensure that students assimilate the content of the course and reach targets. This will require to take a proactive and effective track on the development of students.

### 10(B).8. Tutor's professional profile

As is clear from what has been said before, the preparation of the tutor should cover more areas than their own academic qualifications, ie not enough to be expert in the subject matter of study during the training, but their skills and knowledge must go beyond. Specifically, he should handle other aspects of various kinds, as he often adopts different roles to perform, such as technical adviser. In short, based on the above, we can say that a good tutor must have a skill set we define below:

**a. Technological competence:** Although an e-learning system must have a technical team to ensure the proper functioning of the technological environment, it is desirable that the tutor has an adequate level of autonomy in handling the tools of the platform. In this sense, a tutor should have the following characteristics:

- Technical skills necessary to handle applications for training (file management, navigation, etc.).
- Basic skills techniques, such as building management tools (database, spreadsheet, software copyrights, etc.).
- Mastery of Internet applications (email, chat, mailing lists)
- Permanent Interest in updating these technical skills.
- Flexibility and ability to simplify the procedural and technological aspects, by making students to focus exclusively on the training aspect.

However, it should be noted that sometimes the tutor may find a student that shows, for example, a computer technical superiority. In this case, he must humbly accept their limitations and take advantage of the student's knowledge.

**b. Competition tutorial:** In e-learning, the quality of the training process will depend largely on the interaction that maintains tutor and students. Thus, to develop properly the work of teletutorización, it is required the following skills:

- Communication skills, especially written, because the tools are used email and chat. Likewise, the communication skills can have a positive impact on the environment of the group.
- Realistic approaches: the efforts of students in e-learning are higher than in conventional learning because it is a self-regulated learning.
- Capacity for innovation and openness to accept proposals and suggestions. With this, we will not only maintain the motivation and involvement of students but also it will have an opportunity to adapt training to their needs and circumstances.
- Willingness to assume different roles, depending on the different situations that may arise.
- Consistency in the workplace, particularly as regards monitoring of students.
- Ability to adapt to the conditions and characteristics of different learners.

**c. Teaching skills:** a training through e-learning doesn't lie in moving traditional materials to the web, but the tutor requires the following skills:

- Issues related to distance education and adult learning, as it is covered with very specific connotations due to the different motivations and psycho educational characteristics of the learner.
- Creative and innovative attitude to optimize all the resources offered by the Network.
- Ability to summarize and analyze the content of training, providing to the students truly, relevant and meaningful aspects.
- In this sense, it is very graphically the following statement "I had to write a long letter because I have not had time to make it shorter" (Bias Pascaf). Therefore, as seen from the above, make a work of synthesis requires time and effort, but we prevent the student wastes his time with irrelevant information.



- **Mastery of course content**, ie, the tutor must be skilled in the subject matter of study.

However, despite the responsibility of the tutor in student learning, the student is not free to meet a number of requirements or intellectual abilities, without which it would be difficult to take advantage of e-learning solution.

#### **These intellectual skills are:**

- **Proactive attitude:** This aspect is closely related to the degree of motivation, which in e-learning becomes the true engine of student learning. In online training is imperative that students seek information, contrast different views of teachers and peers, and so on.
- **Disciplined and responsible character:** There is no training model that does not require a major effort by the student. In the case of e-learning, such efforts are made to have a degree of self-discipline. In this sense, we can cite as an example that geographical and time flexibility provided by this methodology can become an obstacle if we do not set ourselves clear targets so that personal time management becomes a very significant issue.
- **Communication skills and ability to participate:** This is a critical feature, because students will must interact with the tutor and with other partners through different communication tools of the system.
- **Reflexive and respect attitude:** the student participates in a virtual community with other peers and tutor, so it should be kept minimum standards of respect for the opinions of others. In this regard, we mention that a large part of the communication that occurs in e-learning is written and this entails a reflexive attitude, that is, any effort to "think about what it means" before writing. This feature helps to the quality of inputs that is greater and more spontaneous than in oral communication,

### **10(B).9. Tutor's roles**

While the on-line and presential tutor share functions in many ways, these functions have been increased and modified by the specific environment in which virtual training is develops. In fact, in the field of e-learning, the role of tutor is focused on learning and teaching. For this reason, the figure cannot be like the transmitter content expert, but rather than a dynamic agent of autonomous learning of the students.

Let's look at a more detailed description of the roles that the tutor should play.

#### **10(B).9.1. Role as "facilitator"**

Arguably, the first change that occurs in the online training is the student's role as the main responsible for their training, so the tutor ceases to have the responsible role. The tutor doesn't guide anymore, instead he accompanies the student to clear the way for the acquisition of knowledge, skills or competencies. The functions that belong in this category are as follows:

- **Provide advice and guidance.** The on-line trainer should facilitate to the student the tools necessary for being an active agent in his own learning process.

- **Encourage information-seeking attitude.** In the on-line training, the student adopts the role of discovery knowledge and to this end, the tutor should encourage students to go deep into the areas which are more interested for them
- **Monitor.** The tutor must remain attentive to the evolution of the student, or proposing to take corrective action where deemed appropriate.

However, despite the student should be responsible for their own learning process, the tutor must often take a proactive approach, adapted to the particular circumstances of each student. In this vein, we find three cases:

- **The student does not progress:** in this situation, the tutor should establish if the problem responds to learning difficulties or lack of motivation as accurately as possible.
- **The student progresses beyond what is expected:** this situation can be determined because the student has agreed to a lower level training to which he expected or because the motivation is very high and, therefore, impose an inappropriate rhythm to the learning process. When this happens, the student may appear bored or giving for granted concepts that really do not have. In both cases, failure may be the final outcome.
- **The student is progressing well:** a priori we could think that in this case the best is doing nothing, because the performance is taking place at 100%. Well, this may be pointing out that the student is cheating us and has a greater capacity than do not want us to discover or that progress relates only to a specific moment in the learning process.

In the latter case, we can say with certainty that at another time, the student will be above or below the appropriate level.

#### **10(B).9.2. Role of "manager"**

This category may include the following functions:

- **Monitoring:** the trainer should spend a significant portion of their time to follow up on students to ensure the achievement of the objectives of the training. In this sense, the tutor should make use of the tools that the platform provides, in addition to qualitative analysis of the attitude and behavior of students during the conduct of all activities that are part of the course.
- **Assessment:** in relation to this, the tutor must develop appropriate assessment of knowledge acquired by students.
- **Control:** In an e-learning environment is too complex to have full assurance about the real identity of the student, since we cannot see it. This fact forces to make presential sessions from time to time, where the tutor will have opportunity to see what the student demonstrates knowledge at a distance. In any case, the trainer must ensure that the student who is enrolled is the one that is making the training.

Additionally, the tutor may perform other tasks that fall outside the purely academic, as detailed below:

- Selection and enrollment of students.

- Control of the students through evaluation and continuous contact with them. In this context, it stresses the importance of providing quick responses to inquiries or examinations of students. To do this, it is advised to answer to the within less than 48 hours.
- Organize and stimulate the participation of students. The tutor will provide exercises and activities through the various online tools and encourage students' participation.
- Plan of formation. It is essential for achieving the learning objectives, make a series of deadlines or temporal landmarks so that students perceived greater control over their evolution in the course.

#### **10(B).9.3. "Expert" role**

As discussed above, the pedagogical approaches have varied from on-line training to presential training. This fact is reflected in the role of expert tutor as follows:

- First, the tutor must be aware of the use, handling and application possibilities presented by the Internet services and tools. In this sense, it is important to know the information search systems, as this will further enrich the learning process of students.
- On the other hand, the tutor must be an expert in the subject matter of the course, although it is true that his work will focus on leading and guiding the student rather than transmitting knowledge.

Also, considering that the tutor must be available to assist students and becomes the reference point throughout the learning process, he should be transparent and ethical in his practice. In other words, if at some point we are not able to respond to student questions, it is inappropriate to refer him to another point of contact. The tutor must be the one who seek another expert answer to these questions and provide it to the student.

#### **10(B).9.4. Role as a socializing**

The e-learning takes place in an environment with unique characteristics and, therefore, the tutor must transmit the protocol standards to be observed in each of these communication tools in this context. It should also contribute to the learning environment enjoyable, encouraging student participation. On Internet, these protocol standards that govern communications between users are called "etiquette rules" and affect the handling of email, chat, discussion forums, etc.

#### **10(B).9.5. Role as a motivator**

In a process of self-learning, as the one conducted in the context of e-learning, it is required greater dose of motivation, not only due to participant characteristics (geographic dispersion, time availability, etc.) but also because the learning process itself is a challenge for the student, due to the very cold which is attributed to the mean through which training is developed. For this reason, the tutor must implement a series of resources designed to motivate students (see section 5.5. "Motivation techniques in virtual learning environments"). For this, we must know precisely the educational objectives to be achieved in the training and make them understandable to the student. In this sense, the best way is by referring to the personal application of the materials under study. Similarly, it is important to know

the reasons why the student has agreed to this training and, as far as possible, to adapt the learning process to the needs of each one.

On the other hand, it should be aware that if at the beginning of the training the motivation is usually high, it is also true that at an intermediate stage, the motivation usually makes an appearance. In these cases, we must not make false promises to the student about this methodology. In fact, it is more useful to highlight this fact and also clearly state that he will receive our continued support in his learning process

### **10(B).10. Types of activities**

The activities that arise during the training will shape the style and pace of student learning, so it is presented as one of the aspects that should be planned before the start of a course. As discussed above, in an e-learning project, it cannot be improvised, or at least it has a very low when compared to presential training.

Activities that may arise during a course on-line can be grouped broadly under the following categories:

**Introducing activities:** on the basis that one of the functions that must play the tutor is that of socialization, in a course that is conducted over Internet, as it would happen if it was a presential training action, it should begin with a presentation of both the faculty and the community of learners. This type of activity also promotes the creation of a pleasant climate, enabling the exchange of experiences; understand the motivations and expectations of each participant.

**Evaluation activities:** In any training activity, one of the aspects to be taken into consideration is the assessment and monitoring of the acquisition of knowledge by students. In fact, its main goal is that everyone can assess their progress and recognize the challenges and opportunities, allowing a self-regulated learning.

**Critical analysis activities:** these activities develop the capacity for analysis, because the volume of information we have access today makes necessary to discriminate between what is useful and interesting and what is not. To achieve this goal the participants are asked to contribute their questions and suggestions, as well as ask them to restate the information on a particular topic from their own perspective and values.

**Search and collection of training:** one of the aspects that are trying to promote e-learning is the responsibility of the learning process itself, plus the ability to search for information. This will ensure that participants have access to much more data and content delivered as the only documentation of the course.

**Group activities:** one of the premises in which the e-learning supports is the collaborative work, so teamwork becomes a channel of interaction and exchange of experiences that should be present throughout the training process. In this regard, it is noteworthy that the tutor adopts the role of facilitator and dynamic, so that participants take responsibility for their own learning.

**Discussion:** In the learning process is essential that there is a contrast of ideas and opinions, since learning is a social phenomenon and only from the interaction and exchange with others we come to it.

As we see, a large number of activities are conducted in groups (collaborative work) and this requires the tutor manages these groups effectively. Thus, the diversity of

students that we can find in a course has its impact when formulating group activities, especially those involving complex processes of decision making and consensus among team members. For example, when we have set up groups on the characteristics of each of its members (interest, character, age, etc.), we run the risk of major conflicts appear. These can come motivated because some of the students monopolize the development of work or because his attitude to the rest of the class will result in the inhibition of them. Therefore, the establishment of groups requires a previous analysis, in addition to monitoring the evolution of the activity. In this sense, the tutor can intervene in proposing methods of organizing work, assigning roles, and so on, so everyone work on a common project.

Finally, it should be noted that the number of activities will depend on the duration of the training. Thus, in actions of short duration (20-30 hours), we will have no opportunity to propose many activities, because students will focus more on self-learning through the assimilation of multimedia content. By contrast, in the courses that are longer (40 hours later), the activities will be a very useful pedagogical tool to foster student motivation, facilitate their learning and virtual community building.

### **10(B).11. Motivational techniques in virtual environments education**

When developing a course through e-learning, we can meet a group of students whose characteristics are different in interests, learning styles, level of motivation, etc.. In addition, with respect to methodology, we find users accessing for the first time a training of this type, so they can feel quite disoriented. Therefore, it is very important to know beforehand all these factors and act accordingly.

To avoid the confusion that may appear at the beginning of the training, please practice some techniques that will help create an atmosphere of trust and work in process to facilitate student learning and success of the course.

Some recommendations that we consider include the following:

- Send a welcome letter: it must refer to the general aspects related to the onset of the course, contact persons for technical consultation, administrative or training, etc.. This letter represents the first contact with the students so it is highly recommended to be personalized so that students perceive their importance in the process will begin.
- Provide a "User's Guide": This document will develop the necessary instructions to properly manage the platform, and can also incorporate guidelines to follow for proper monitoring of the training.
- Information session on the chat: It is consisted in making a first contact through this tool of communication with the other fellow and tutor of the course. Therefore, there is a formative encounter with a purpose, but an opportunity to break the ice and start creating Virtual Community.

Tutorials: On one hand, we reach the tracking the students and, on the other hand we avoid that they feel alone or neglected in their education. Therefore, at the beginning of the course, we will plan our time setting up a tutoring schedule to chat, to which users can access to resolve their concerns.

Offer different forms of contact with the tutor; as is clear from the foregoing, the chat is an essential tool in e-learning, but we must keep in mind that email is the



communication channel used during the entire process. In parallel, we can make available to students a phone number where contact with the teaching staff.

Control response times, this has particular relevance since a query is not answered within a reasonable time the student can generate feelings of isolation and frustration. It is now considered that the tutor's response time should not exceed 48 hours.

Encourage group activities, one of the great benefits provided by the e-learning is the exchange of experiences, therefore, we must promote whenever possible the realization of group work, and managing to be the most motivating learning environment. In this regard, it should be noted that it is very effective to make good use of humor, always bearing in mind that the ultimate goal is that students learn.

### Summary

- The tutor will adopt different roles throughout the training process, responding to student needs that arise at any time.
- The tutor must have a series of technological skills, and educational tutorials.
- Despite the on-line trainer shares in many ways the face tutor functions, these have been increased and modified by the specific environment in which it develops virtual training.
- In the field of e-learning, the role of tutor is focused on learning and teaching.
- Activities that arise during the training will shape the style and pace of student learning, so it must be planned in advance.

### Suggested activities for learners

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#### BASIC LEVEL

##### Activity 10-1

Justify the importance of different variables that appear in the content to achieve effective learning (Adaptation of resources, tutor's skills, methodology to implement and design tools)

##### Activity 10-2

Research about the two learning theories that we provide you in the content and identify the points you think are the most important. Compose a document where you set out its applicability to e-learning methodology.

##### Activity 10-3

Highlight the main motivations that students from rural areas can have when betting on online training.

##### Activity 10-4

From your point of view, what are the basic features of the e-learning methodology? Justify your answer.



### Activity 10-5

Do you think students act as an active part of the learning process when using e-learning? Compose some examples that explain the student's role in the development of their training using e-learning.

## ADVANCED LEVEL

### Activity 10-6

Points out the major categories of learning objectives that are developed in the unit (cognitive, psychomotor and attitudinal).

### Activity 10-7

There are different ways of structuring the content for a course with e-learning methodology. List the advantages that you would highlight of each of the structures provided in the content.

### Activity 10-8

Write a document where you show the skills that a good tutor in e-learning must have.

### Activity 10-9

What are the main features of tutor's role? With which of these roles you identify with? Is it necessary that a tutor in e-learning meets the requirements of all roles? Justify your answer.

### Activity 10-10

Design a brief user's guide, which enable learners have their first contact with the platform and help them in their learning process.

## Appendix 1

### Feedback and Planning:

15 minutes from the end of this session, bring the group together, and with a flip chart or paper, discuss how participants felt about this session.

**Focus on:**

- What the group enjoyed
- What the group didn't like
- What items they found most relevant to their needs

As a group, plan the next session taking this feedback into consideration. Agree on mentors for the next session.

Remember to allow 5 minutes at the end of each session for participants to fill in their "Personal Learning Diary".

## Appendix 2

# Personal Learning Diary

Session: .....

**What are the most important things I have learned in this session?**

Record your thoughts, impressions and reactions during the session. This personal learning diary is strictly for your own use.

### Appendix 3.

## Motivation. Quiz

1. The three key elements in the definition of motivation do NOT include:
  - a) Drive
  - b) Intensity
  - c) Direction
  - d) Persistence
2. The drive to become what one is capable of becoming is which level of Maslow's hierarchy of needs?
  - a) Social
  - b) Self-actualization
  - c) Physiological
  - d) Esteem
3. Which of the following were considered higher-order needs by Maslow?
  - a) Physiological, safety, social
  - e) Safety, social, esteem
  - f) Esteem, self-actualization
  - g) Social, esteem, self-actualization
4. Individuals with a high need to achieve prefer all of the following EXCEPT:
  - a) Situations with personal responsibility
  - b) A high degree of risk
  - c) Overcoming obstacles
  - d) Feedback
5. According to the goal-setting theory of motivation, goals should be:
  - a) Extremely difficult
  - b) Easy
  - c) Difficult but attainable
  - d) Just a bit beyond his or her potential.
6. A theory based on "needs" is the premise for theories by all of the following EXCEPT:
  - a) McClland
  - b) Alderfer
  - c) McGregor
  - d) Maslow

7. Motivation is a personality trait.

True / False

8. According to Maslow, a need that is essentially satisfied no longer motivates.

True / False

9. Theory X assumptions holds a basically negative view of human beings.

True / False

10. According to Herzberg, the opposite of "satisfaction" is "dissatisfaction".

True / False

11. Hygiene factors usually lead to job satisfaction when present in a job.

True / False

12. The achievement need can be stimulated through training.

True / False

13. According to goal-setting theory, a generalized goal will produce a higher level of output than a specific goal.

True / False

14. Underpayment and overpayment, according to equity theory, tend to produce similar reactions to correct the inequities.

True / False

15. The desire for friendly and close interpersonal relationships is Need for Affiliation.

True / False

16. In expectancy theory, the strength of a person's motivation to perform depends in part on how strongly he believes he can achieve what he attempts.

True / False

## Appendix 4.

# Teaching practises

The following number of teaching practices has a positive influence on learning motivation. These are grouped into four areas:

- Creating the basic motivational conditions
- Generating initial motivation
- Maintaining and protecting motivation
- Encouraging positive self-evaluation



Think about the training course and then fill in the tables with the appropriated signs: with a ✓ if you had experienced this kind of behaviour and with ✗ if you are not.



<b>I. Creating the basic motivational conditions</b>	✓	✗
1. Demonstrates appropriate teacher behaviours		
1.1. Show students that she/he accepts and cares about them.		
1.2. Takes students' learning progress seriously and have sufficiently high expectations of what they can achieve.		
1.3. Shares his/her enthusiasm for the training with students.		
2. Creates a pleasant and supportive classroom atmosphere		
2.1. Encourages risk-taking and have mistakes accepted as a normal part of learning.		
2.2. Brings in humour.		
2.3. Promotes teacher-student interaction and student-student interaction.		
3. Establish a cohesive learner group		
3.1. Uses small-group tasks where students can mix.		
3.2. Includes whole-group tasks or involves small-group competition games.		
3.3. Formulates group norms explicitly and have them observed by students.		

<b>II. Generating initial motivation?</b>	✓	✗
1. Enhances students' teaching subject values & attitudes		
1.1. Presents peer role models.		
1.2. Emphasises the role which the teaching subject plays in the world and encourages students to apply their skills/knowledge in real-life situations.		
2. Raises students' intrinsic interest in the teaching subject.		
2.1. Familiarises students with interesting/ relevant aspects of the teaching subject.		



3. Increases students' expectancy of success		
3.1. Provides sufficient preparation and assistance.		
3.2. Shows students what is expected of them.		
4. Increases the value of tasks		
4.1. Relates the subject matter/ tasks to students' experiences, backgrounds and interest.		
4.2. Helps students set individual/ class learning goals and explains how particular tasks help to accomplish them.		

<b>III. Maintaining and protecting motivation</b>		
1. Makes learning more stimulating and enjoyable		
1.1. Breaks the monotony of classroom events.		
1.2. Enlists students as active participants by increasing their mental and/or bodily involvement in the tasks and creating specific roles for each participant.		
1.3. Increases the attractiveness of the tasks by making tasks suitably challenging and by including novel, personal, or competitive elements in the task content.		
1.4. Varies the ways in which the tasks/ materials are presented.		
2. Promotes cooperation among students		
2.1. Sets up tasks in which teams of students are asked to work together towards the same goal.		
2.2 Takes into account team products and not just individual products in hers/his assessment.		
3. Promotes learner autonomy		
3.1. Hands over the leadership/ teaching roles and functions to students.		
3.2. Allows students choices in the learning process.		
4. Builds students' confidence in their learning abilities and effort to learn		
4.1. Teaches study skills and learning strategies.		
4.2. Gives regular encouragement.		

<b>IV. Encouraging positive self-evaluation</b>		
1. Increases learner satisfaction		
1.1. Provides opportunities for sharing and public display of achievements.		
1.2. Monitors students' progress, and celebrates their positive contributions.		
2. Uses feedback and assessment in a motivating manner		

2.1.Offers on-going feedback and draws students' attention to the areas for improvement.		
2.2.Uses alternative methods of assessment, likes peer-assessment and continuous assessment and encourages student self-assessment by providing self-evaluation tools.		
2.3.Acknowledges effort and improvement.		
3. Promotes effort attributions		
3.1.Encourages students to explain their past success and failures constructively.		
3.2.Gives feedback on students' effort and improvements.		

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