

WM19 - TRAINING METHODOLOGY ONMEST 2

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KICK OFF MEETING ONMEST2 PROJECT
Jounieh 6th-9th March



INTRODUCTION

“Teaching online for the first time is a little like trying to drive a car in a foreign country. You know how to drive, just like you know how to teach, but it sure is hard to get the hang of driving on the left side of the road ... you’re not quite sure how far a kilometre is ... and darn it if those road signs aren’t all in Japanese”.

To create a virtual learning environment is necessary to combine the technological and teaching resources. We could say that technological resources are the tools that the trainer uses to impart knowledge and engage students in the learning process, and learning resources are what give meaning to learning and allow students to find a sense.

I. TRAINING PLATFORM

- One of the key aspects of the link between teaching proposal and design of the interface is the general navigation outline expressed through the menu which presents the virtual environment.
- we believe that the following elements must be present in the case of ONMEST 2 training courses:
 - a) The programme of the course, which describes the course content.
 - b) Schedule of activities and evaluation forms, where the programmatic developments of the course are established.

I. TRAINING PLATFORM

- c) Types of communication for sending, receiving and having feedback of the activities, such as email, video - links and chat, among others.
- d) Space for the exchange of ideas and opinions such as forums, discussion groups, synchronous and asynchronous links, among others.
- e) Resource Centre, where they will available readings, videos, graphics and all materials required for the course.
- f) Additional resources and links of interest, which include: the virtual socialization, or support for further information on a subject, cultural or recreational events, additional information about preferences, likes and hobbies, among others.

I. TRAINING PLATFORM

- Here, you can find some “tips” to be taken into account to develop the learning environment and content of ONMEST2 training courses:
- Use structured activities to provide an effective framework for online learning.
- Use flexible deadlines to motivate students, maintain communication, and allow for technical problems.
- Present course content in a manner that hierarchically structures the sequence of information.
- Organize web site to enable student to interact with the content, other students, and trainer.
- Create welcoming, safe, nurturing online environment.

I. TRAINING PLATFORM

- Present problem-solving situations in a realistic context.
- Provide opportunities for students to question trainer to insure accuracy of understanding.
- Create opportunities for students to communicate with each other to share understanding of course content.
- Provide opportunities to collaboratively construct knowledge based on multiple perspectives, discussion and reflection.
- Provide opportunities for students to articulate and revise their thinking to insure accuracy of knowledge construction.
- Ensure equitable environment exists for gender differences in learning styles, reduction of barriers to participation, and communication.

I. TRAINING PLATFORM

- Insure an equitable learning environment exists for all.
- Allow time for reflection at end of course.
- Include warm-up period with light-hearted exercises aimed to help student get to know one another.
- Start online course with all students together at the same time.
- Provide discussion forums encouraging open and honest dialogue. Conduct a teleconference during and at the end of the course to discuss successes and problems.
- Use computer conferencing to develop overall critical thinking skills.

I. TRAINING PLATFORM

ADVANTAGES OF DIFFERENT LEARNING TOOLS

Technology Option	Planning Considerations
<p>Web Page: <i>Allows trainers to easily communicate information in a central location, update material, and to use the page as a portal for other technologies used in the class.</i></p>	<ul style="list-style-type: none"> • Gather all content in a single folder to save time when building the web page. • Consider specific web design patterns or other rules established by the department. • Organize content into sections (e.g. Syllabus, Assignments, Lecture schedule, etc.). Plan how you would like the pages to be organized and linked together. This process should be started through the creation of a site map. • Consider your audience's perspective: what information will students need? • Borrow ideas from other trainers (the World Lecture Hall is a good resource). • Link to other resources, including the institution's library's electronic reserves. • Keep images small, but also consider issues of access for the visually impaired. • Direct students to necessary plug-ins or helper applications.

I. TRAINING PLATFORM

ADVANTAGES OF DIFFERENT LEARNING TOOLS

<p>Images: <i>Can be useful in communicating information that is difficult to explain using text or audio</i></p>	<ul style="list-style-type: none"> • Concept maps, flow charts and photos can make a website more accessible to students • Determine the appropriate file format for pictures • Economize file size with image resolution • Consider copyright issues
<p>Audio: <i>Provides flexibility to busy students</i></p>	<p>The following audio devices may be used:</p> <ul style="list-style-type: none"> • Telephone conferencing • Voice mail • Audio tapes • Audio over the web

I. TRAINING PLATFORM

ADVANTAGES OF DIFFERENT LEARNING TOOLS

<p>Video: <i>Allows for face-to-face interactions with students</i></p>	<ul style="list-style-type: none"> • When planning the production of an instructional video, may want to consider the use of a storyboard and a script. • Plan pre- and post-viewing activities for students
<p>Online discussion: <i>Allows students to easily communicate with each other and with the trainer</i></p>	<ul style="list-style-type: none"> • Set up a time frame for discussions so that students could be commonly online to enrich the debate. • Propose stimulating questions to get constructivist thinking from students. • Compare ideas and get feedback to students.
<p>Peer Review: <i>Allows student to view the same online document and submit comments asynchronously</i></p>	<p>Allows students to benefit from their peers while saving the trainer time in providing feedback</p> <ul style="list-style-type: none"> • Ask students to present and share personal and own experiences related with the subject to the rest of the students.

II. PARTICIPANTS

A. STUDENT

- The role of students is critical in e-learning action because, if he does not change the traditional role of a passive recipient in training and becomes an active receptor, the training will fail.
 - The change from passive to active receptor require distinctive characteristics in the person, such as motivation, independent learning, collaborative learning, mastering information overload, good written communication, ICT skills, etc.
 - It is also important to demonstrate their prerequisite technology skills at beginning are adequate for hardware, software and web site use.
 - Finally, students should know before the course start the goals, expected workload (also in term of time dedicated to the course) to organize themselves.
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II. PARTICIPANTS

B. TRAINER

- The figure of the trainer plays a key role here. Trainer must be dynamic, animator and have a very active participation in all training activities.
 - The trainer should be a person who guides, directs, supports, motivates, raises debates, promotes the exchange of knowledge, etc
 - He faces a new role; he is not only a transmitter of knowledge. This becomes a guide and adviser to the students, and is also the principal axis on which the operation of the group, in terms of learning community turns because he/she should enhance the relationship between / the students to be a true collaborative knowledge.
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II. PARTICIPANTS

B. TRAINER

- Not everybody could be a trainer in an online course. He/she should have the following skills:
- Technical knowledge about the subject of the training.
- Personal skills (motivator, animator, flexible, etc)
- Technological skills to develop the content of the course and to be able to interact with students using different communication tools.

III. TRAINER'S TASKS

1. Prepare your students for Learning on Line
2. Create a Warm and Inviting Atmosphere to Build a Learning Community
3. Promote Active Learning
4. Model Effective Online Interaction
5. Sustain Students' Motivation and Provide Feedback and Support
6. Encourage Students to Regulate Their Own Learning
7. Understand the Impact of Multiculturalism
8. Deal with Conflicts Promptly

IV. STRATEGIES FOR EFFECTIVE ONLINE TEACHING

1. Effective online trainers challenge their students' thinking and foster active, constructive participation in learning.
 2. Effective online trainers provide a good role model for active participation and interact frequently with their students to create a sense of learning community.
 3. Assessing students' messages in online discussions encourages their participation and helps improve the quality of discussion as well. Set specific assessment criteria and make the criteria available to students in the beginning of the course.
 4. Effective online trainers use appropriate teaching strategies to support, guide, and motivate students to learn actively in the online environment.
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IV. STRATEGIES FOR EFFECTIVE ONLINE TEACHING

5. Effective online trainers provide timely, quality, and appropriate feedback to support and facilitate students' learning process.
6. Effective online trainers provide support and guidance to encourage students to become self-regulated learners.

V. VOCABULARY AND LANGUAGE

- ONMEST2 trainers should use a vocabulary adequate to the subject and what it is very important, to be adapted to the audience (in terms of knowledge and experience) and the aim of the course.
- On the other hand, the trainer's language in their different learning materials should be clear and easily understandable for the target audience.
- The training should have a very practical approach, including best practices and good examples about a concrete subject (those examples could be also presented by the students themselves) and designing good questions for online discussions and debates.

V. VOCABULARY AND LANGUAGE

- Additionally, ONMEST 2 trainers should avoid the learning resources with a high density of information because they could be difficult to understand. It is preferable to set a kind of library where students who are interested in a concrete topic could have access to additional information (books, webpages, etc).
- In order to get and keep the interest of the students, it is important that ONMEST trainers make the students participate in the communication and in the learning process using the resources explained in previous chapter of this document.

VI. FINAL HINTS FOR TRAINERS

- Maintain an organized and attractive design for student progress.
- Set clear and concise instructions for each task to be done. This really helps students to be independent and avoids confusion and stress.
- Avoid making a long list of tasks and resources, as this may scare the students. We use icons that lead to links, such as that to click on a word article or video they should read or watch for the activity or task is open.
- Create a checklist of activities to have a clear idea about the tasks to be accomplished at each time of the course. It is also helpful when the student is not sure if he/she has fulfilled the previous tasks, to have the option of opening the checklist of previous days and, at the same time; it is also useful when a student enrolls a little late.

VI. FINAL HINTS FOR TRAINERS

- Rely on examples and tasks connected with the reality of the interests of the students. In this sense, it is essential for the trainer to know, prior to the course, the profile of the audience and their expectations (it could be useful to do a survey to students, if possible before the course or in the first week, and well know what your expectations are).
- Promote the participation and involvement of students with activities and motivational strategies. At this point the task of the trainer is key in terms of monitoring, feedback and guidance so you can feel his presence, without necessarily being overwhelming.
- Provide opportunities for socialization, creating spaces where there may be a social interaction and everyone can learn a little more about their activities and interests (networking), while respecting the privacy of each of the participants. The end result will be a learning community.

VI. FINAL HINTS FOR TRAINERS

- Give prompt and assertive feedback always on time. If the trainer is absent, students may discourage, feel confused or even abandoned. Each time the student enters the course, they should feel the presence of the trainer even if he/she is offline at that moment. It is recommended to develop the habit of checking every day during the time that suits the trainer according to his/her schedule.
- Addressing students to their learning outcome assessment activities by demonstrating the knowledge gained in a practical and objectively measurable way. Students should know what is expected from them as professionals in training that require specific skills.
- Using different adaptive strategies and resources to different individual needs of students supporting diversity and inclusion, making everyone feel that they are accepted by their individual characteristics.

Thank you for your attention

FUERM Team



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