

**Name of the project: TUTOR'S ROLE AND DUTIES IN THE TRAINING ACTIVITIES FOR LEARNERS ADULTS**

**Partner:** Confartigianato Formazione C.N.I.P.A. Umbria (IT)

**Students:** Senior Tutor - Students must already have requirements and experience necessary to carry out activities of Tutor.

**Course time:** 60 hours (5 hours per week, 12 weeks) – From 04/11/2013 to 17/02/2014

**Why the use of a PLE methodology**

The use of a PLE methodology aimed at senior tutor employed in adult education, first of all want to disseminate and encourage the use of the same by professional trainers who can act as 'bridge connection' between pupils and teachers of the course activities in order to spread a culture of extra knowledge to the topics covered in the normal curriculum of courses for adults. Students will learn and experiment different technological tools on the web, including the ability to create blogs and other communication environments and learning. The ultimate goal will be to encourage each student (in this course, the students are, remember, qualified senior tutor) to test the use of a PLE methodology in their daily work as an innovative supplement of the normal classroom activities.

**Content of the course (framed in the context of Lifelong Learning)**

The contents of the course are both theoretical and technological but require a basic knowledge of the topic. All the contents are accessible through the blog specially created for this project: <http://cnipaumbria.wordpress.com/> .

---

## **Pre-requisites of the course**

We said what was the requirement of professional input of the participants (Senior Tutor), additionally they have to have a good knowledge of ICT in particular the use of the Internet and the knowledge, at least basic, of the major social networks (YouTube, Facebook, etc. ).

## **PLE Tools explored in the class**

---

Blogs

Skype

Facebook

Survey Monkey

Slide Share

You tube

Google app

(E-mail)

## **Pedagogical approach in the class**

---

### **Presential:**

The course does not require the presence of students in the classroom. The communication is done mainly by e-mail (including those automatically generated by the project's blog), joint meetings by Skype, from time to time by Facebook.

### **Autonomous:**

Students will read theoretical content in the blog specially created, will consult the slides and movies included in the blog and contact through Skype or Facebook the tutor responsible for the course; will be encouraged to find knowledge by themselves and publish it to others; will be encouraged, finally, to create and use a blog and/or other social networks in their normal Tutor activities.

## Results

---

### Overall results:

Students adopted the PLE approach with fairly good success, have learned a good ability to use the tools. Blogs we found that is a good platform for this, and the use of the other communication tools (Skype, for example) has been very functional.

### Advantages over traditional course delivery strategies:

The main advantage was that the students decided when and how much time to devote to training so as to better manage their commitments. Another advantage was learning how to use Social Networks and the possibilities they offer. An advantage of the future could be the use of PLE methodology in their daily work.

### Challenges over traditional course delivery strategies:

It probably need to refine the methodology. The self-paced learning has the advantage of optimizing the time and the disadvantage of not placing the student in direct contact with the contents and the organization of the same. The difficulties came from the non-continuity of the learning process and its verification, which is easier in the classroom.

### Other aspects of importance

---

None.