Project Reference Number: 2012-1-FI1-GRU06-09536-7

Title: PEOPLE

Pedagogic Evolution with Online Personal Learning Environments

Presentation of results course:

TUTOR'S ROLE AND DUTIES IN THE TRAINING'S ACTIVITIES FOR ADULTS

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Quantitative data

Number of participants: 5

Target: Senior Tutors

Age: 34-48 Years old

Gender: 3 male – 2 female

Hours: 60

Period: 04-11-2013 / 17-02-2014

Objectives

1

To disseminate and encourage the use of PLEs 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.

Objectives

2

Students will learn and experiment different technological tools on the web, including the ability to create blogs and other communication environments and learning.

Objectives

3

To encourage each student (in this course, the students are, remember, qualified senior tutor) to test the use of PLEs methodology in their daily work as an innovative supplement of the normal classroom activities.

Content of the course

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/

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PLE Tools explored in the class

Blogs
Skype
Facebook
Survey Monkey
Slide Share
You tube
Google app

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 and, time to time, by Facebook.

Pedagogical approach in the class

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 e-mail 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.

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Criticality

✓Initial concerns of students

✓They had difficulty in understanding the "meaning" of the formative action

✓They had difficulty in using the tools

solution of the critical points

Timing: first two weeks of the course

Tools used:

Meetings by Skype

E-mail informations

More contents insert on the blog

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Overall results

- Students adopted the PLE approach with fairly good success;

- They 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.

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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 for the future could be the use of PLE methodology in their daily work.**

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Challenges over traditional course delivery strategies

It probably need to refine the methodology. The self-paced learning has the advantage of optimizing the time <u>but</u> has the disadvantage of not placing the student in direct contact with the contents and the organization of the same.

The difficulties seem come from the non-continuity of the learning process and its verification, ……operation which is easier to do in the classroom.

TANK'S FOR YOUR ATTENTION