E-TEAMS

Module 7.
Open resources

Co-funded by the
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CONTENTS

Open resources

- Italy
- Romania
- Spain
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SPAIN

1. **AUTOR LMS**

It allows the creation of a digital and inclusive training programme at zero cost.

https://atutor.github.io/

2. CHAMILO

Enables the development of a virtual campus

https://campus.chamilo.org/

3. OpenSWAD

Enables the creation of an educational platform

https://openswad.org/es

4. Pack DUA Básico

In the DUA Basic Pack, you will find 9 simple resources to make your didactic designs more a presentation is accompanied by different resources that you can use in your assignments for your stud

https://view.genial.ly/5f894f9f01a73210ef116ecb/interactive-content-actividad-ajustada-ad-ni

5. Khan Academy

Khan Academy is a free resource for students, teachers and parents. It offers exercises and quizzes practice and master skills, as well as videos to help students learn or review a lesson.

https://sigamosaprendiendo.khanacademy.org/

CONDITIONS WHICH FACILITATE AND OPTIMIZE DIGITAL TUTORING (1)

1. To generate a close relationship

The first purpose is to make the student feel welcomed and supported by the tutor. Show kindness and affection, talk in a relaxed and receptive way. Compensate the distance with warm words and interest towards the student.

In the first interview, look for a shared theme with the student and discuss it informally. Any opinion, idea, experience, provenance, etc. is valid. The goal is to find something you have in common. The fact of sharing something increases the perception of closeness.

CONDITIONS WHICH FACILITATE AND OPTIMIZE DIGITAL TUTORING (2)

2. Once the relationship has been activated and trust has been facilitated, the more targeted mentoring process begins.

- Ask the student about his/her goals, priorities, and needs. It is about collecting information and empathizing with its processes (past, present and future).
- Ask him/her questions aimed at reflecting on his/her strengths and aspects to improve.
- Explore together the options and possible supports available to in his/her social and institutional context.
- Prepare together a list of possible difficulties, limits and conditioning factors for the achievement of his/her objectives.

CONDITIONS WHICH FACILITATE AND OPTIMIZE DIGITAL TUTORING (3)

- **3. After developing the framework for the student's progress, a less directed mentoring process begins.**
- The tutor accompanies the student in the elaboration of the work plan.
- The tutor is at the student's disposal to answer his/her questions and redirect him/her to other services or sources of information when deemed appropriate.
- Empower the student, activate his/her leadership and entrepreneurial skills, to facilitate his/her growth and creativity.
- Contribute to the student seeking and taking advantage of extra-curricular training opportunities, internships and experiences related to training.
- Support the student to integrate the education program in his/her life project and to find a connection between it and his/her needs, values, personal characteristics, etc.

Tips Digital tutorship (1)

For a online correct tutorship, we need to put into practice:

1. theoretical and scientific knowledge
2. practical knowledge
3. technical knowledge

Tips Digital tutorship (2)

TPACK (Technological, Pedagogical, Content Knowledge) model

1. Pedagogical knowledge (PK): about pedagogy, didactics and teaching methods.
2. Disciplinary knowledge (CK): About the subject or discipline assigned to teaching.
3. Technological knowledge (TK): About current technologies.
4. Pedagogical disciplinary knowledge (PCK): Didactics of the subject, knowledge of the discipline and how to teach it.
5. Technological disciplinary knowledge (TCK): The most appropriate technologies for teaching a particular subject.
6. Technological pedagogical knowledge (TPK): Technologies in education. Pedagogical uses of ICT.
7. Technological, pedagogical and disciplinary knowledge (TPACK): Integration of all the aforementioned knowledge.

Tips Digital tutorship (2)

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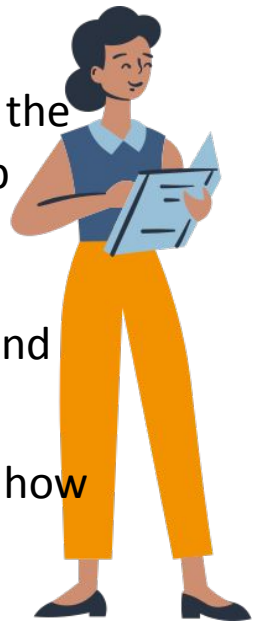
CONDITIONS THAT FACILITATE LEARNING THROUGH PEER TUTORING (1)

1. Multilevel modality: direct helping relationship.

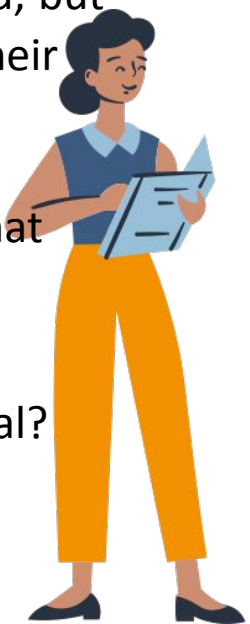
- In order to the student with the role of tutor (higher level student) may benefit, it is important that his/her level of competence is only a little above the potential development zone of the other student.
- The dynamics of the tutoring must include several phases of awareness of the learning process for both. Each student must identify their initial level and what the tutoring relationship provides them with respect to knowledge, practical skills, soft skills, and so on.
- The student with the role of tutor will become aware of a much deeper vision of the subject, increase his/her self-concept and perception of self-efficacy and develop communication skills.
- The student-tutor must be trained so that he/she know how to give emotional and motivational support, not just intellectual boost.
- The student-tutor needs guidance and accompaniment from the teacher to know how to structure knowledge, make it more understandable, organize tasks, etc.



CONDITIONS THAT FACILITATE LEARNING THROUGH PEER TUTORING (2)

2. Interlevel modality: bidirectional helping relationship and collective learning.

- Cognitively, tasks that generate conflict and achievable challenge should be set. It is important that the level of difficulty is within everyone's zone of potential development to avoid frustration and early abandonment.
- It is advisable to provide social reinforcement to the group through words of support, praising the work process and encouraging participation.
- It is desirable to carry out explicit and strategic metacognition activities on the learning process and results. Not only is more effective further learning promoted, but it allows them to be more confident that they can achieve even more, and that their success is the result of their own efforts.
- In case of assigning roles within the couple or team, it is important to rotate so that everyone assumes all the functions.
- Within the collective learning process, self-assessment plays a fundamental role. What have we learned so far? What difficulties do we have? What is our next goal? For instance.



E-TUTORING TO FACILITATE PEER (1)

1. First steps: accompaniment for collective awareness.

- Tutoring should facilitate the construction of cooperation frameworks and fluid communication channels between students. The most common is to use tools such as forums and chats.

- Students need to know that learning is built together through sociocultural interaction directed towards common goals. The first task of the e-tutor will be to achieve a shared definition of these objectives and the cooperation framework in which they will work.

- A good relationship between the students who work together is essential, where no authoritarian position is distinguished by any student or the tutor; and a good attitude on his part, based on enthusiasm, security and understanding.

E-TUTORING TO FACILITATE PEER (2)

2. How to activate peer learning during the process.

The e-tutor must facilitate the processes of organization of tasks, assignment of roles, management of role rotation and provision of information sources to start the project.

- The negotiation of meanings, through a type of interaction based on dialogue, is one of the main mechanisms for the internalization of shared knowledge in a situation of interaction between equals. The e-tutor has the function of facilitating these negotiation processes and mediating possible conflicts.
- Assuming that divergent cognitive conflict is very productive in peer learning, the e-tutor must generate questions that activate this conflict. In this way, the rethinking and revision of the concepts can be favored at the same time for a greater organization of them, around the task that is executed.

E-TUTORING TO FACILITATE PEER (3)

3. Assessment-learning cycle.

- Computer-assisted formative assessment is needed in all e-tutoring systems, so that both tutors and mentees receive regular, frequent and just-in-time feedback on the effectiveness of joint learning.

- Make a guide that facilitates the monitoring of the learning process. Check questions and items with rating scales may be included.

- Make available to students an evaluation rubric with the expected and graded performance to facilitate their autonomous management and results-oriented decision-making.

Tips Digital learning teams (1)

1. Interactions with other human beings are of special importance for learners to construct their understanding of the world

2. Technological aspects like website stability are important for users' satisfaction and actual use of the platform

3. Synchronous communication tools e.g. may be better to support knowledge creation in smaller groups but might be difficult to apply in large groups.

Tips Digital learning teams (2)

4. We must measure learning satisfaction, plain usage of the community platform and concrete learning outcomes

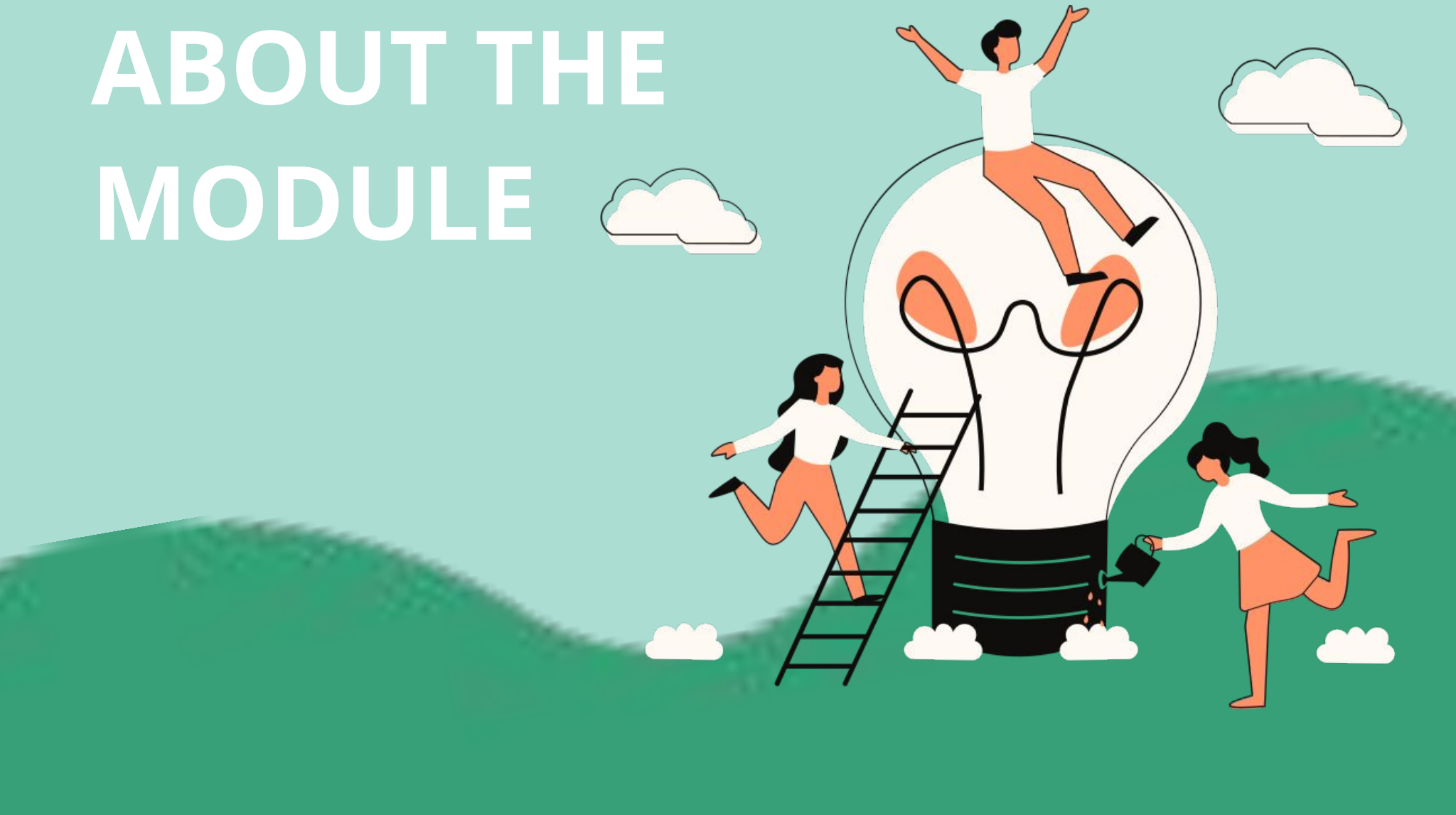
5. Facilitation and presence of the instructor. The instructor may starting discussions, encouraging learners or offering feedback

6. Well structured small-group assignments

7. Presence of common goals

8. Lack of trust, fear and criticism

QUESTIONS ABOUT THE MODULE



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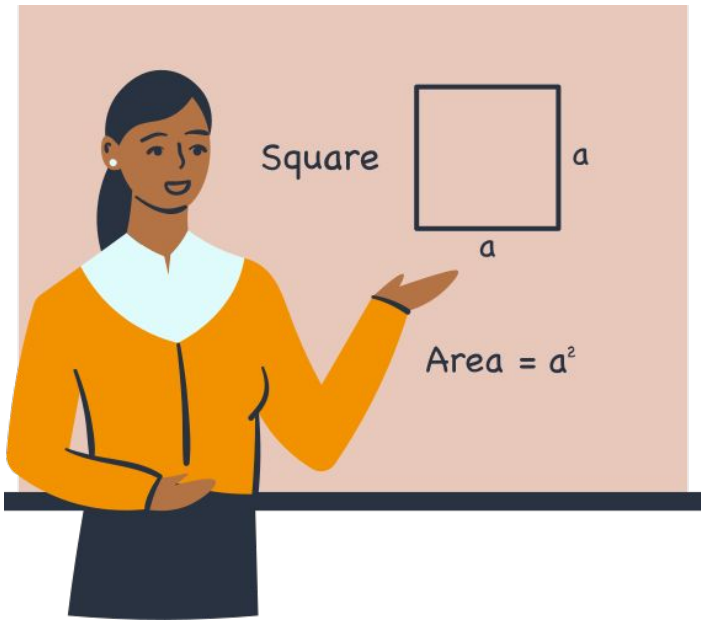

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