

AKEPT HIGHER
EDUCATION
LEADERSHIP
ACADEMY



MINISTRY
OF HIGHER
EDUCATION
MALAYSIA



e-Learning

Training of Trainers Module

Basic Level

e-Learning Training of Trainers Module Basic Level

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Module Objectives

Participants should be able to:-

- i. apply the knowledge and skills learned in the area of e-learning to design practical teaching-learning activities in their respective fields/disciplines, and
- ii. train others in the applications of e-learning at the department/school/faculty level.

Curriculum Mapping

Learning Outcomes	Topic	Strategy/ Activity	Assessment Methods	Learner's Learning Time	
				F2F	SDL
LO1: Describe the underlying principles of e-Learning.	<ul style="list-style-type: none"> • What is e-Learning? • Learning Theories • Androgogy (Adult Learning) • Learning Styles – Visual, Audio, Reading, Kinesthetic 	<ul style="list-style-type: none"> • Self-exploration – <i>Wallwisher</i> • Lecture + Q & A • Small Group Discussion • Video Reflection • Identification of Individual Learning Styles • Online Voting 	<ul style="list-style-type: none"> • Reflection • <i>Wallwisher</i> Output • Assessment on Group Presentation • Reflection Portfolio • OnlineForum-<i>Proboards</i> 	3	5
LO2: Identify & use the appropriate communication & networking tools for diverse learning contexts.	<ul style="list-style-type: none"> • Web 1.0 Vs. Web 2.0 • Synchronous Vs. Asynchronous • Communication tools – <i>Skype, Yahoo Messenger, G-Talk</i> • Networking Tools – <i>Facebook, Blogger, LinkedIn</i> 	<ul style="list-style-type: none"> • Video Presentation • Video Reflection • Lecture + Q & A • On-Demand Training Resources • Hands-on • <i>Group Wiki (compare & contrast various tools)</i> 	<ul style="list-style-type: none"> • Assessment on Group Presentation • Reflection Portfolio • Online Quizzes • Assessment on <i>Wiki</i> Reflection 	6	8
LO3: Identify & use appropriate content creation & publishing tools for diverse learning contexts.	<ul style="list-style-type: none"> • Online Content Creation Tool – Google Docs, Screen Cast – o-Matic, Go animate!, Flip Snack • Offline Content Creation Tools – <i>Jing, MS Office, Camtasia</i> 	<ul style="list-style-type: none"> • Video Presentation • Lecture + Q & A • On-Demand Training Resources • Hands-on • <i>Group Wiki (compare & contrast various tools)</i> 	<ul style="list-style-type: none"> • Assessment on Group Presentation • Assessment on <i>Wiki</i> Reflection • Online quizzes 	6	8
LO4: Identify & use appropriate online assessment tools for diverse learning contexts.	<ul style="list-style-type: none"> • Online Assessment Tools 	<ul style="list-style-type: none"> • Video Presentation • Lecture + Q & A • On-Demand Training Resources • Hands-on • <i>Group Wiki (compare & contrast various tools)</i> 	<ul style="list-style-type: none"> • Assessment on Group Presentation • Assessment on <i>Wiki</i> Reflection • Online Quizzes 	6	8
LO5: Identify & use appropriate learning resources for diverse learning contexts.	<ul style="list-style-type: none"> • Open Educational Resources (OER) • Malaysian OER Initiatives 	<ul style="list-style-type: none"> • Self-Exploration – <i>Wallwisher</i> • Lecture + Q & A • Small Group Discussion • Video Reflection • Online Voting 	<ul style="list-style-type: none"> • <i>Wallwisher</i> Output • Assessment on Group Presentation • Reflection Portfolio 	6	8
LO6: Plan a training program on the use of various e-Learning tools for diverse learning context.	<ul style="list-style-type: none"> • Overview of needs assessment • Planning an appropriate training program • Sample of training program. 	<ul style="list-style-type: none"> • Q & A • Comparing & Contrasting • Group Discussion • Pre-survey • Practices • Reflection • Group Presentation • Experience Sharing • <i>Wallwisher</i> 	<ul style="list-style-type: none"> • Assessment of the group presentation on the e-Learning training plan. 	6	10

Learning Outcomes	Topic	Strategy/ Activity	Assessment Methods	Learner's Learning Time	
				F2F	SDL
LO7: Design & develop a training programme on the use of various e-Learning tools for diverse learning contexts.	<ul style="list-style-type: none"> • Training Models & Theories • Characteristics of Effective Training • Modes of Training • Approaches/Strategies/ Techniques of Effective Training 	<ul style="list-style-type: none"> • Q & A • Group Activity • Reflection on Recorded (YouTube) e-Learning Training Session • Filling in The Blank • Seeking Information 	<ul style="list-style-type: none"> • Blog Reflection • Online Quiz • Assessment on <i>Wiki</i> Reflection 	6	10
LO8: Conduct a mock training session.	<ul style="list-style-type: none"> • Facilitating Skills • Processing Skills • Presentation Skills 	<ul style="list-style-type: none"> • Q & A • Reflection on Video Presentation • Demonstration • Group Discussion • Filling in the Blanks • Practices 	<ul style="list-style-type: none"> • Peer Assessment on Roleplay 	12	12
LO9: Conduct the planned training programme at school/department/ faculty level.	<ul style="list-style-type: none"> • Format of Training Report • Kirkpatrick Model of Evaluation 	<ul style="list-style-type: none"> • Q & A • Reflection • Practices • Group Activity • Filling in the blanks • Group Analysis 	<ul style="list-style-type: none"> • Evaluation of the Training Report 	2	38
TOTAL NO. OF HOURS				53	107

F2F = Face-to-face

SDL = Self-Directed learning

UNIT 1

Underlying Principles of e-Learning

Task 1.1 Group Reflection

Get into five groups. In each group, consider a scenario where there is no ICT and digital technology for schools and the field of education. Come up with three of the most important observations of how education is affected by the lack of ICT. Present your group findings to the class for discussion.

Learning Outcomes

At the end of this unit, you should be able to

- i. provide a definition for e-learning and support this definition from the literature (print or web);
- ii. name at least five learning theories and describe their features and characteristics;
- iii. define and explain on the concept of androgogy and its characteristics; and
- iv. describe the four learning styles (Reading, Visual, Audio, and Kinesthetic) and the characteristics of each.

Task 1.2 Experience Sharing

Draw on your experience as lecturers and parents and provide some feedback on the following issues/questions:

- i. How has your life been affected by the use of technologies such as the Learning Management System at your institution.
- ii. As parents, did you notice anything obvious about the ways your children learn nowadays and how it might or might not be the same in comparison to how you used to learn when you were small?

1.1 What is e-Learning?

The definitions of e-learning vs. online learning are summarised in the following table.

Source	Term	Definitions
ASTD (American Society for Training and Development) Experts Panel	e-learning	Term covering a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via the Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD-ROM, and more.
ASTD Experts Panel	online learning	Learning delivered by Web-based or Internet-based technologies.
Kruse (2002)	e-learning	Broad definition of the field of using technology to deliver learning and training programmes. Typically used to describe media such as CD-ROM, Internet, intranet, wireless, and mobile learning. Some include Knowledge Management as a form of e-learning.
Kruse (2002)	online learning	Synonym for e-learning.
Garrison & Anderson (2003)	e-learning	Networked on-line learning that takes place in a formal context and uses a range of multimedia technologies.
Hall (2005)	e-learning	E-learning is instruction that is delivered electronically—in part or wholly — via a Web browser, such as Netscape Navigator, through the Internet or an intranet, or through multimedia platforms such as CD-ROM or DVD. Increasingly — as higher bandwidth has become more accessible — it has been identified primarily with using the Web, or an intranet's web, leveraging the Web's visual environment and interactive nature.
Rosenberg (2001)	e-learning	The use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance.
Ally (2004)	online learning	The use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience.

All the definitions of online learning and e-learning share two features in common. First is the use of digital technology in the forms of computer and Internet technology. The second is the assumption that there will be a spatial gap between the learners and the teachers. This could be a difference in time or place, or both.

Task 1.3 Information Search

- i. Do a video search on Google for 'what is e-Learning'.
- ii. Watch any three videos that discuss the topic.
- iii. Note the similar or dissimilar focus and themes from the three videos.

Task 1.4 Conceptualising e-Learning

- i. Create a class Wallwisher sticky notes board at www.wallwisher.com. For instructions on how to create a Wallwisher board, go to <http://jitzu.ukm.my/web20/wallwisher.html>
- ii. On the class sticky notes board, share your personal conceptions of e-learning.

1.2 Learning Theories

Are you aware of the different learning theories? Basically, there are five common learning theories. The following list summarises the learning process according to the various learning theories.

1. **BEHAVIOURIST**: change in behaviour
2. **COGNITIVIST**: internal mental process (info processing, memory, perception)
3. **HUMANIST**: a personal act to fulfil potential
4. **CONSTRUCTIVIST**: construction of meaning from experience
5. **SOCIAL LEARNING**: interaction with and observation of others in a social context

Task 1.5 Exploring Web Resources

First, view the following Prezi presentation on learning theories at http://prezi.com/_299o3cpu8y3/learning-theories-matrix/

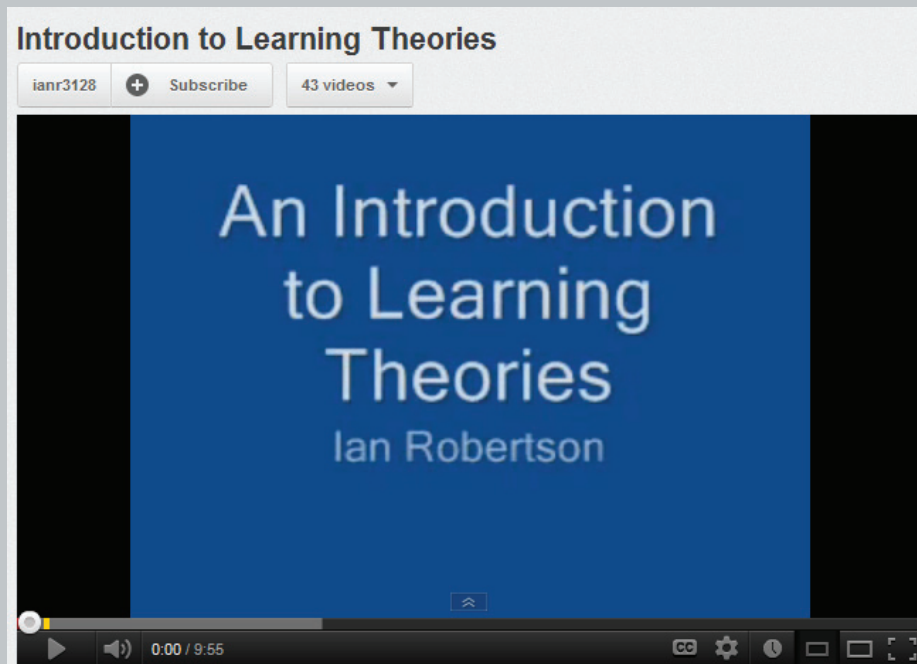
Then, view the following PowerPoint show on the different learning theories at <http://crazywahn.files.wordpress.com/2011/04/learningmatrix.ppsx>

Next, download and read the following chapter on learning theories at <http://www.stanford.edu/class/ed269/hplintrochapter.pdf>

Finally, using your preferred search engine, locate at least one more resource about learning theories.

Task 1.6 Video Reflection

Watch the following video on learning theories on YouTube. What can you gather from it?



<http://www.youtube.com/watch?v=hsX5Tq3WTBw>

Task 1.7 Forum Discussion

- i. Create a forum called Learning Theories at Proboards (www.proboards.com) and post a topic on 'What is the best learning theory?'.
- ii. Your response should be based on the web resources you have accessed earlier using your preferred search engine. Your answer to the question posted in the forum should be supported from the web-based literature you have collected as well as your experience as an educator.
- iii. You are also encouraged to respond to each other's topics and further the discussion.

1.3 Andragogy (Adult Learning)

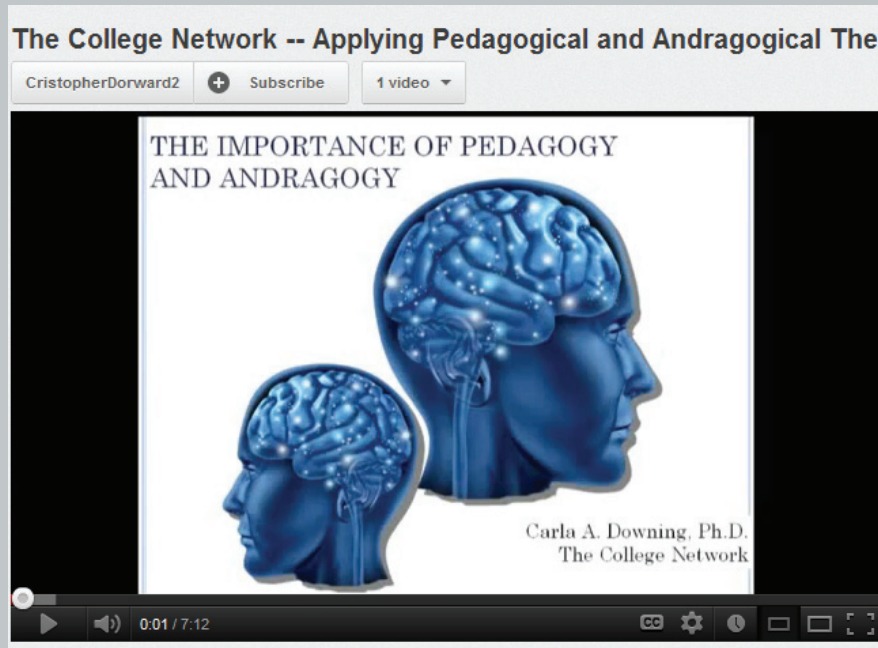
Andragogy or adult learning refers to the ideas and principles regarding specific requirements and methods for adult learners. It is popularised by Knowles and the concept has gained some traction in the educational field. It put forth the following principles for adult learning:

1. **The need to know** — adult learners need to know why they need to learn something before undertaking to learn it.
2. **Learner self-concept** — adults need to be responsible for their own decisions and to be treated as capable of self-direction.
3. **Role of learners' experience** — adult learners have a variety of experiences of life which represent the richest resource for learning. These experiences are however imbued with bias and pre-supposition.

4. **Readiness to learn** — adults are ready to learn those things they need to know in order to cope effectively with life situations.
5. **Orientation to learning** — adults are motivated to learn to the extent that they perceive that it will help them perform tasks they confront in their life situations.

Task 1.8 Video Reflection

View the following video about Andragogy. What can you gather from it?



<http://www.youtube.com/watch?v=ykc70tYMgqw>

Task 1.9 Presentation

Create a group presentation on Andragogy using Prezi. Each Prezi presentation should be about 10 minutes long, covering the basic definition of andragogy and its characteristics and applications in tertiary education. For instructions on how to use Prezi, please visit: <http://jitzu.ukm.my/web20/prezi.html> and <http://prezi.com/learn/getting-started/>

1.4 Learning Styles

The theory of learning styles is based on the assumption that people learn differently at different times. One of the most well known of these is the VARK proposed by Neil Fleming. VARK stands for Visual-Auditory-Read/Write and Kinesthetic learning styles. The following table summarises the features and characteristics of VARK.

Visual	Visual learners learn best by seeing. They therefore benefit when teachers write key points on the board instead of just saying everything out loud. They especially benefit from study charts and diagrams. Teachers can help visual learners by using PowerPoint presentations or, for younger students, by making sure the classroom environment has plenty of visuals such as posters or wall charts.
Auditory	Auditory learners learn best by hearing. While they do well with lectures, they might be at a disadvantage when it comes to assignments because of the degree of reading involved or because instructions are usually given on paper only. Teachers can help auditory learners in this respect by allowing them to discuss what they read in groups and by verbalising key instructions.
Read-write	Read-write learners are at an advantage since this is by far the dominant style used in most classrooms, particularly in higher grades. While listening to lectures or receiving instructions, read-write learners should always make sure they take down notes.
Kinesthetic	Kinesthetic learners learn best by doing and by using their sense of touch. Especially in younger grades, teachers should make sure that they incorporate several hands-on activities every day in which students have to get up, move around, and touch things in order to learn.

Individual learning styles can be discovered by taking a test to determine learning styles. Some of the tests are available online, for example, as at <http://www.vark-learn.com/english/page.asp?p=questionnaire>

The VARK Questionnaire

How Do I Learn Best?

Questionnaire version 7.1 [More Information](#)

Choose the answer which best explains your preference and tick the box next to it.

Please tick more than one if a single answer does not match your perception. Leave blank any question that does not apply.

You are going to choose food at a restaurant or cafe. You would:

- listen to the waiter or ask friends to recommend choices.
- choose something that you have had there before.
- look at what others are eating or look at pictures of each dish.
- choose from the descriptions in the menu.

You are not sure whether a word should be spelled 'dependent' or 'dependant'. You would:

- find it online or in a dictionary.
- write both words on paper and choose one.
- think about how each word sounds and choose one.
- see the words in your mind and choose by the way they look.

You are helping someone who wants to go to your airport, the center of town or railway station. You would:

- tell her the directions.
- go with her.
- write down the directions.
- draw, or give her a map.

Other than price, what would most influence your decision to buy a new non-fiction book?

- Quickly reading parts of it.
- It has real-life stories, experiences and examples.
- A friend talks about it and recommends it.
- The way it looks is appealing.

You are planning a vacation for a group. You want some feedback from them about the plan. You would:

- describe some of the highlights.
- give them a copy of the printed itinerary.
- phone, text or email them.
- use a map or website to show them the places.

A group of tourists wants to learn about the parks or wildlife reserves in your area. You would:

- show them internet pictures, photographs or picture books.
- take them to a park or wildlife reserve and walk with them.
- give them a book or pamphlets about the parks or wildlife reserves.
- talk about, or arrange a talk for them about parks or wildlife reserves.

I like websites that have:

- interesting design and visual features.
- things I can click on, shift or try.
- audio channels where I can hear music, radio programs or interviews.
- interesting written descriptions, lists and explanations.

Do you prefer a teacher or a presenter who uses:

- question and answer, talk, group discussion, or guest speakers.
- demonstrations, models or practical sessions.
- handouts, books, or readings.
- diagrams, charts or graphs.

You are going to cook something as a special treat for your family. You would:

- use a cookbook where you know there is a good recipe.
- cook something you know without the need for instructions.
- ask friends for suggestions.
- look through the cookbook for ideas from the pictures.

You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:

- many examples of good and poor photos and how to improve them.
- clear written instructions with lists and bullet points about what to do.
- a chance to ask questions and talk about the camera and its features.
- diagrams showing the camera and what each part does.

You want to learn a new program, skill or game on a computer. You would:

- use the controls or keyboard.
- read the written instructions that came with the program.
- talk with people who know about the program.
- follow the diagrams in the book that came with it.

Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, eg. riding a bike. You learned best by:

- listening to somebody explaining it and asking questions.
- diagrams and charts - visual clues.
- watching a demonstration.
- written instructions – e.g. a manual or textbook.

You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?

- The salesperson telling me about its features.
- Trying or testing it
- It is a modern design and looks good.
- Reading the details about its features.

You have a problem with your heart. You would prefer that the doctor:

- described what was wrong.
- gave you something to read to explain what was wrong.
- used a plastic model to show what was wrong.
- showed you a diagram of what was wrong.

You have finished a competition or test and would like some feedback. You would like to have feedback:

- from somebody who talks it through with you.
- using a written description of your results.
- using examples from what you have done.
- using graphs showing what you had achieved.

You have to make an important speech at a conference or special occasion. You would:

- write out your speech and learn from reading it over several times.
- make diagrams or get graphs to help explain things.
- gather many examples and stories to make the talk real and practical.
- write a few key words and practice saying your speech over and over.

Task 1.10 Exploring the VARK Homepage

The most comprehensive source for learning about VARK is available at the VARK homepage. Visit it at www.vark-learn.com and see what you can gather from it.

VARK
a guide to learning styles

Neil Fleming, designer of VARK, will be running his participatory workshops in the St Louis area in the first week of October.

Why not find out the VARK learning preferences of your students, staff, business clients or customers using our inexpensive Subscription Service demonstrated on this website?

Our VARK Business website is at <http://business.vark-learn.com>. You can download your **VARK Business Profile** that is based on your VARK Questionnaire scores and get helpful descriptions of your communication strategies and your leadership behaviors.

Neil Fleming, personally replies to your emails. If you do not receive a reply within 48 hours please send your request again and give him an additional email address to respond to. Sometimes his mail to you is returned because your mailbox is full or you have made an error in your address.

English

- FAQ
- Questionnaire
- Helpsheets
- Using VARK
- What's New?
- More Information
- Products

V
K **A**
R

Aural

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email neil.fleming@vark-learn.com

1.5 End of Unit Assessment

Working in groups, produce a group wiki to (i) list, (ii) explain, and (iii) elaborate with samples all the underlying principles of e-learning that should be taken into account when integrating e-learning into your teaching practices.

1.6 Summary

This unit has given you an overview of the theoretical aspects of e-learning. You have seen that although e-learning is relatively new, it has to draw from the established theoretical perspectives of traditional learning in order to be effective. These include learning theories, andragogy, and learning styles as covered by the unit.

1.7 Additional Reading & Online Resources

Books

- Klein, S. B, Mowrer, R. R & Mowrer, R. W. (1989) Contemporary Learning Theories: Volume II: Instrumental Conditioning Theory and the Impact of Biological Constraints on Learning. Taylor & Francis.
- Leanard, D. C. (2002). Learning Theories, A to Z. Greenwood Publishing Group
- Morris, L, Bigge, S & Shemis, S. (1999). Learning Theories for Teachers. Longman.

Online Resources

Learning Theories & Paradigms
<http://www.learning-theories.com/>

Learning Theories & Transfer of Learning
http://otec.uoregon.edu/learning_theory.htm

Theories of Learning
<http://www.lifecircles-inc.com/Learningtheories/learningmap.html>

UNIT 2

Communication & Networking Tools

Task 2.1 Quick Debate

Provide a quick response to the following topic: 'Written vs. Oral Materials'

Learning Outcomes

At the end of this Unit, you should be able to

- i. identify and differentiate between synchronous and asynchronous forms of communications;
- ii. describe the features of Web 2.0 and its relevance to learning (both positives and negatives);
- iii. identify and use the various communication tools that are available for free; and
- iv. identify and use the various social/professional networking tools that are available for free.

Task 2.2 Experience Sharing

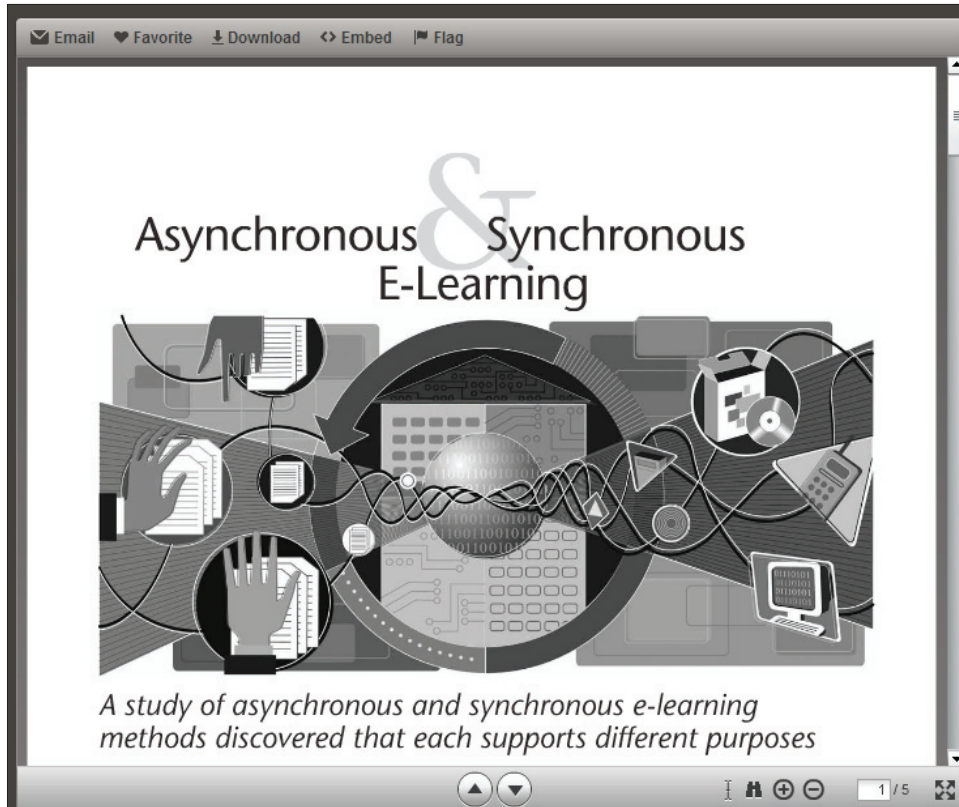
You probably have used a number of instant messenger or social networking tools for communication. Answer the following questions:

- i. Which is more convenient?
- ii. Which is the cheapest?
- iii. Which is problematic to use?
- iv. Are you aware of privacy and safety issues?
- v. Can you suggest some pedagogical values of these tools based on your observations.

2.6 Synchronous vs. Asynchronous Communications

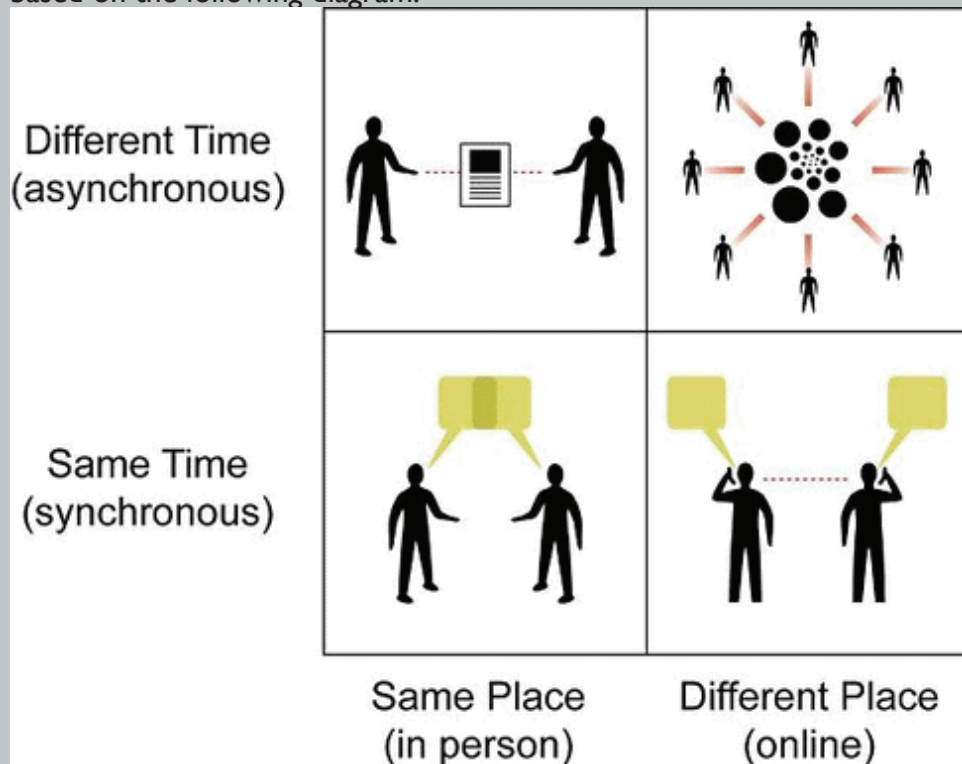
Synchronous communications happen in real-time (or very close to real-time). Participants have to be involved in the interactions at the same time. A good example of this is chatting in instant messaging software like Yahoo Messenger or a phone call. The features of synchronous communications make it suitable for certain pedagogical practices like practicing oral language skills.

Asynchronous communications involve a delay in time between the communicative acts. A good example of this is e-mail. A certain amount of time is involved between sending an e-mail and receiving a response to it. Another good example is web forums. The delay in communicative acts could be useful as it allows both teachers and learners to formulate a structured response to the initial message. The following presentation available at <http://www.slideshare.net/creativemultimedia/asynchronous-vs-synchronous-learning> provides a good overview of the difference between synchronous and asynchronous communication.

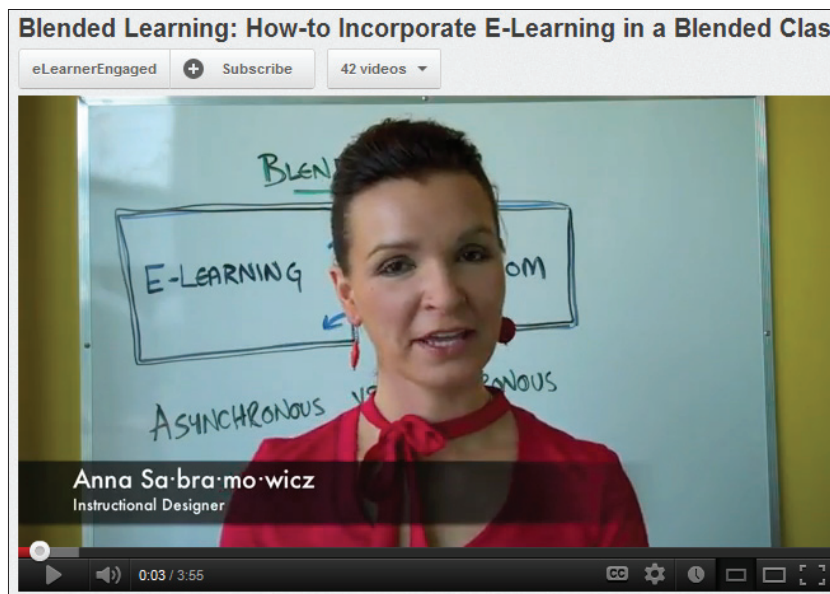


Task 2.3 Compare & Contrast

Explain the differences between asynchronous and synchronous communication based on the following diagram:



Watch the following video to learn more about the different modes of communications and interactions.



<http://www.youtube.com/watch?v=GErvLTovHQE>

Task 2.4 Group Wiki

Start a group Wiki on Wikispaces. To learn more on how to use Wikispaces, visit <http://jitzu.ukm.my/web20/wikispaces.html>

Write a wiki entry detailing your teaching experience and how to incorporate blended learning into your teaching as explained in the above video. The wiki entry should provide your perspectives based on your teaching disciplines and the institutional factors/limitations (if any).

2.7 Web 2.0 & Social Media

The term 'Web 2.0' basically refers to the interactive nature of web applications that emphasises user participation, collaboration, and sharing. It is first and foremost about the people using the web applications, and therefore, it is inherently social in nature though not always social in focus.

Most Web 2.0 tools encourage users to create contents and share them. An example of a Web 2.0 application that does both is Facebook. However, not all Web 2.0 applications are designed with social networking in mind. There are tools for creating quizzes and surveys which still allow for sharing and social-related activities. Other examples are blogs, which enable users to create their own contents and other users to use the contents. In short, Web 2.0 tools focus on people and the technology that allows people to create and share contents and collaborate in their social or professional circles. The following videos explain Web 2.0 and social media.

Task 2.5 Exploring Jitzu Web 2.0

Jitzu Web 2.0 is a complete and extensive just-in-time training resource on the use of Web 2.0 in education. It is designed for use with mobile devices and normal browsers. Please visit <http://jitzu.ukm.my/web20/> and see what you can gather from it.



Task 2.6 Exploring Web 2.0 Presentation Tools

Most of you are probably familiar with PowerPoint for use as a presentation tool. Prezi is a Web 2.0 tool that you can use as an alternative to PowerPoint when doing presentations. Information about how to use Prezi can be found at <http://jitzu.ukm.my/web20/prezi.html>

- i. Prepare a Prezi presentation on an introductory topic for your discipline.
- ii. Present your Prezi presentation to the class.

Alternatively, you may choose any of the other Web 2.0 tools that can be utilised for presenting teaching materials. Note that some tools are available at <http://edudemic.com/2010/07/the-35-best-web-2-0-classroom-tools-chosen-by-you/>

2.3 Communication Tools

One of the better-known categories of software applications is communication tools. These tools allow users to communicate with other users, often synchronously, yet not limited to that mode only. Two widely used and relatively well-known communication tools are Yahoo Messenger and MSN Messenger. The two tools mentioned above fall into the category of instant messaging and their primary mode of communication is synchronous.

Wikipedia (http://en.wikipedia.org/wiki/Communication_software) defines communication software as '...used to provide remote access to systems and exchange files and messages in text, audio and/or video formats between different computers or users'. The categories provided include e-mail, mailing list, chat clients or instant messaging, Internet forums, video conferencing, and VOIP tools.

It is important to note that as technology advances, communication tools are becoming more integrated and harder to define. For example, Gmail started out as an e-mail application, yet it now includes chat (like Yahoo Messenger) and video/voice chat (like Skype), and Yahoo Messenger started out as a text only chat, yet it now has video and voice chat.

Task 2.7 Tutorials on Skype

- i. Visit Jitzu's Skype tutorial on <http://jitzu.ukm.my/web20/skype.html> to get some ideas on Skype.
- ii. Download and install Skype. The following video provides a guide on how to install Skype.



http://www.youtube.com/watch?v=ssLj_89FHKI

- iii. Add your classmates to your contact list. Send messages to each other.
- iv. Start a group chat on Skype with 3–4 of your friends.
- v. Write a wiki entry on the possible ways of using Skype to enhance teaching and learning.

2.6 Networking Tools

Networking tools are applications that allow a user to connect to other users within a defined circle or group to share, collaborate, discuss, and carry out other activities that are related to the group's interest. Networking tools fall into two general categories: social networking and professional networking.

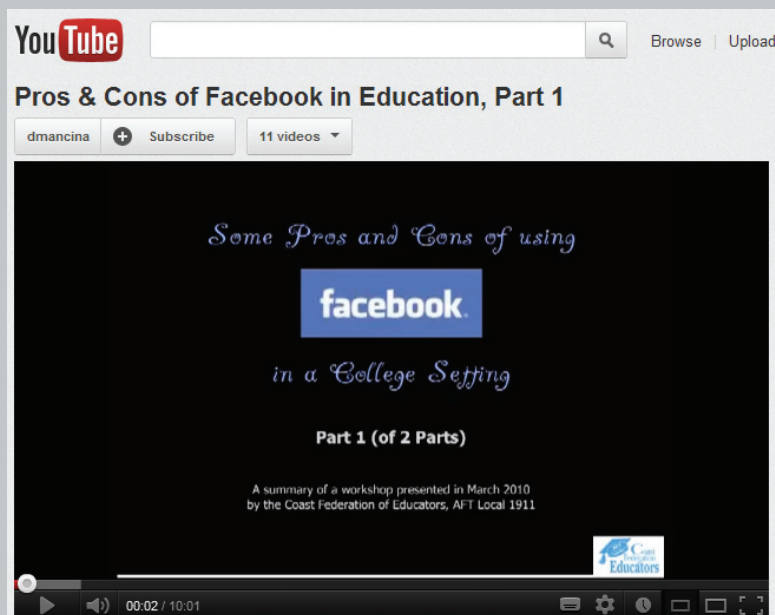
Social networking tools are defined as 'web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site'. Examples of social networking tools are Facebook, Twitter, Tumblr, and MySpace.

Professional networking tools are meant for professionals to connect to each other. They may contain the same functionalities as social networking services, but their primary purpose is different. These tools or services could be used by professionals or academicians to advertise their skills, to find clients, or to make new friends from the same profession. In general, they are considered more 'serious' than Facebook or Twitter. A well - known professional networking tool is LinkedIn.

Task 2.8 Video Reflection

Visit the following websites to learn more about using Facebook for educational purposes:

- i. 100 Ways to use Facebook in the Classroom <http://www.onlinecollege.org/2009/10/20/100-ways-you-should-be-using-facebook-in-your-classroom/>
- ii. 50 Useful Facebook Tips for Teachers <http://www.onlinedegree.net/50-useful-facebook-tips-for-teachers/>
- iii. Watch the following videos on the pros and cons of Social Networks and see what you can gather from them.



<http://www.youtube.com/watch?v=feO-sk39Dsw>



<http://www.youtube.com/watch?v=1UY8km8cb60>

Task 2.9 Facebook vs. LinkedIn

- i. Sign up for Facebook. If you already have Facebook accounts, create another account for professional purposes. Create at least one posting each about educational apps within Facebook and how Facebook itself can be used for education.
- ii. Next, sign up for LinkedIn. Join up with at least one group that are related to your professional interests. Ask a question in LinkedIn regarding your professional interest. Alternatively you could also contribute by answering a question.
- iii. Write a reflective entry in the class wiki on how you believe a tool like LinkedIn could enhance your professional development.

2.4 End of Unit Assessment

You will produce a group wiki to list at least five available communication and networking tools and how to use each of them for the purpose of teaching, classroom management (online), and general interactions for education.

2.5 Summary

This unit covers the basics of networking and communications, two features of the Internet that make it useful for education, and almost any other spheres of human activities. This includes the synchronous and asynchronous natures of web-based communication and how they are employed for education. You have also been exposed to the more recent developments of Internet technology such as Web 2.0 as well as social and professional networking.

2.6 Additional Reading & Online Resources

Books

Mohamed Amin Embi. Web 2.0 Tools in Education: A Quick Guide (2011). Universiti Kebangsaan Malaysia

Mohamed Amin Embi. Web 2.0 Sharing Tools: A Quick Guide (2011). Universiti Kebangsaan Malaysia

Mohamed Amin Embi. Web 2.0 Collaboration Tools: A Quick Guide (2012). Universiti Kebangsaan Malaysia

Online Resources

Internet4Classrooms.

<http://www.lifecircles-inc.com/Learningtheories/learningmap.html>

The Internet as a Communication Tool.

<http://techforinstructionandassessment.wikispaces.com/The+Internet+as+a+Communication+Tool>

Web 2.0 Social Networking Tools: A Quick Guide.

<http://www.scribd.com/doc/74329853/Web-2-0-Social-Networking-Tools-A-Quick-Guide>

UNIT 3

Content Creation Tools

Task 3.1 Experience Sharing

Have you utilised any web-based content creation tools before? Please share at least one web-based tool that you have used before to create online/e-Learning content. Describe the benefits of such tools in the context of your professional activities.

Learning Outcomes

At the end of this unit, you will be able to

- i. use the appropriate online and offline content creation tools;
- ii. produce e-content materials using appropriate tools;
- iii. compare and contrast the different online and offline content creation tools; and
- iv. discuss the advantages and disadvantages of these tools.

3.1 Online Content Creation Tools

The conventional content creation tools are normally used concurrently with materials developed in Microsoft PowerPoint and Document files. There are online content creation tools and offline content creation tools. Examples of each category are as follows:

Online content creation tools

1. Google Docs
2. Screencast-O-matic
3. Go Animate
4. FlipSnack

Offline content creation tools

1. Jing
2. Camtasia Studio

1. Google Docs

Google Docs is a Web-based office suite and data storage service offered by Google.com. It is a free, Web-based word processing, presentations, and spreadsheets programme. Unlike desktop software, Google Docs lets people create web-based documents, presentations, and spreadsheets that anyone in the group can update from his/her own computer, even at the same time. Instead of emailing around files and having to deal with the confusion and extra work involved in managing different file versions and manually aggregating input from others, anyone in the group can edit the document online from anywhere – all you need is a Web browser. And, since your documents are all stored safely in Google's servers, you do not have to worry about losing data from a hard drive crash or nasty virus. It allowed users to create and edit documents online while collaborating in real time with other users. In terms

of content creation, Google Docs combines the features of document, spreadsheets, and presentation programmes.

Task 3.2 Exploring Google Docs

First, watch the following video on Google Apps.



<http://www.youtube.com/watch?v=XBJjfAhXaOo>

Next, review the following online documents which are related to Google Docs:

- i. Overview for Educators (presentation)
- ii. Google Docs: The Basics
- iii. Google Docs: Tips and Tricks
- iv. Google Docs in Plain English (video)

Finally, in pairs, discuss how Google Docs can be used in the classroom.

The following are some ideas on how Google Docs can be integrated in the classroom.

- Promote group collaboration and creativity by having your students record their group projects together in a single doc.
- Keep track of grades, attendance, or any other data you can think of using an easily accessible, always available spreadsheet.
- Facilitate writing as a process by encouraging students to write in a document shared with you. You can check up on their work at any time, provide insight and help using the comments feature, and better understand each student's strengths.

- Create quizzes and tests using spreadsheet forms, your students' time-stamped answers will arrive neatly ordered in a spreadsheet.
- Encourage collaborative presentation skills by asking your students to work together on a shared presentation, and then present it to the class.
- Collaborate on a document with fellow teachers to help you all track the status and success of students you share.
- Maintain, update and share lesson plans over time in a single document.
- Track and organise cumulative project data in a single spreadsheet, accessible to any collaborator at any time.

2. Screencast-o-matic

Screencast-o-matic is a powerful online content creation platform that can be used for screen capture and screen casting. It allows you to create recordings of your screen activity and audio using a Java-based applet. The application runs in a browser window and is cross-platform compatible. The application has most of the features of similar desktop applications, allowing you to capture a portion of the screen (users can choose from 640 x 480, 800 x 600, 1024 x 768, or full-screen). In practice, the application worked seamlessly with various browsers, i.e., Internet Explorer, Firefox, Safari, and Opera. In addition, the site allows registered users to create screencasts and keep track of them in My Screencasts. Hence, you have the ability to create channels and add your favourite screencasts to them. Once your screencasts are complete, you have the options of viewing them on the Screencast-o-matic site or converting them to a QuikTime movie file which can be saved on your hard drive.

Task 3.3 Creating Teaching Screencasts

The following guide adapted from 'Web 2.0 Content Creation Tools: A Quick Guide' explains the step-by-step procedures on how to use Screencast-o-matic as a tool to create quick content materials called screencasts. Try producing a screencast on some teaching materials using this tool.

STEP 3 Recording

1 At Screencast-O-Matic home page, Click the 'Start Recording' button.

2 Allow the Java Applet to run the screen recorder.

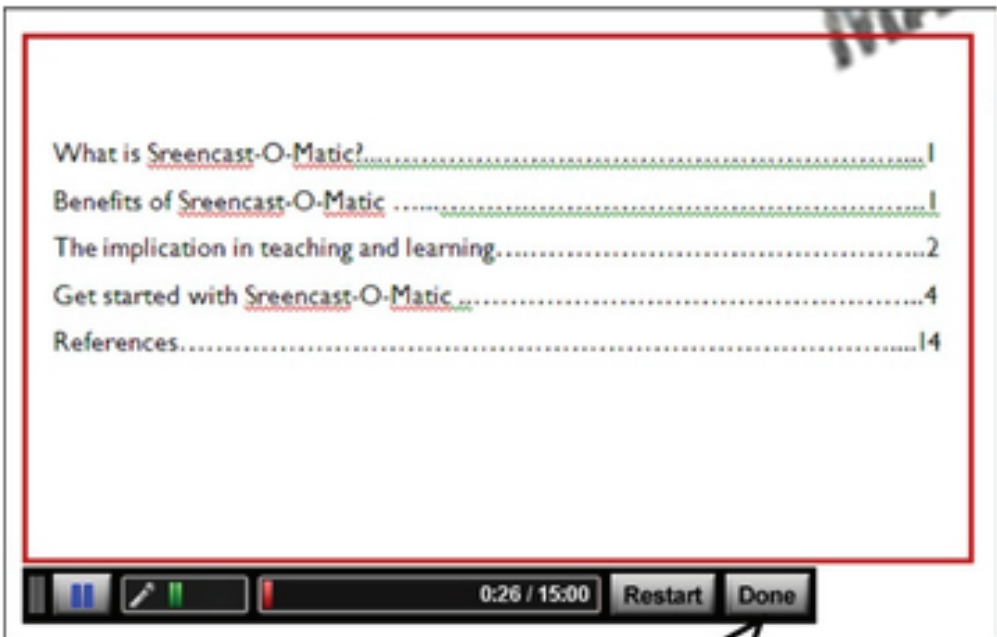
3 This is how your screen recorder will look like. You can drag and resize this screen

4 Click this button to start recording.

5 Click at this button to turn on your audio.

6 Choose the size of the video recorded.

7 Click this button to turn on the webcam.

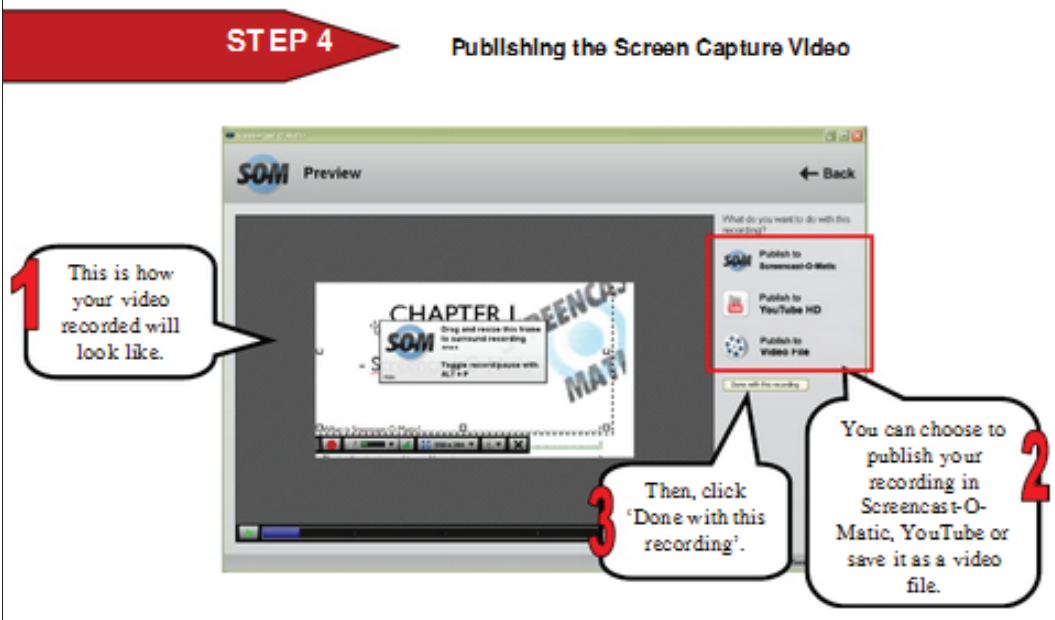


What is Screencast-O-Matic?.....1
 Benefits of Screencast-O-Matic1
 The implication in teaching and learning.....2
 Get started with Screencast-O-Matic.....4
 References.....14

0:26 / 15:00 Restart Done

8 After you have finished the recording, click the 'Done' button.

STEP 4 Publishing the Screen Capture Video



1 This is how your video recorded will look like.

2 You can choose to publish your recording in Screencast-O-Matic, YouTube or save it as a video file.

3 Then, click 'Done with this recording'.

(a) Publish to Screencast-O-Matic

The image shows the 'Publish to Screencast-O-Matic' interface. On the left is a form with fields for Title, Description, Channel, Language, Notes, Captions, Options, SOM Options, and SOM Account. A red bracket groups the Title, Description, Channel, and Language fields, with callout 1: 'Fill in the required information.' Below the form is an 'Upload to SOM' button. Callout 2: 'Then, click 'Upload to SOM'.' To the right, three panels show the upload progress: 'Uploading to SOM (Encoding 34%) My Screencast' with callout 3: 'Wait for upload to complete.'; 'Uploaded to SOM My Screencast (http://screencast-o-matic.com/watch/c1ff4mcf)' with callout 4: 'This is the URL of your video uploaded to SOM.'; and a video player titled 'My Screencast' with callout 5: 'Click at the URL given and you can view your video at SOM.'

(b) Publish to YouTube HD

1 Fill in the required information.

2 Then, click 'Upload to YouTube'.

3 You must click the 'Grant access' button to allow the video to be uploaded in your YouTube account.

4 This is the URL of your video uploaded onto YouTube.

5 Click at the URL given and you can view your video at YouTube.

The 'Publish to YouTube HD' form includes the following fields and options:

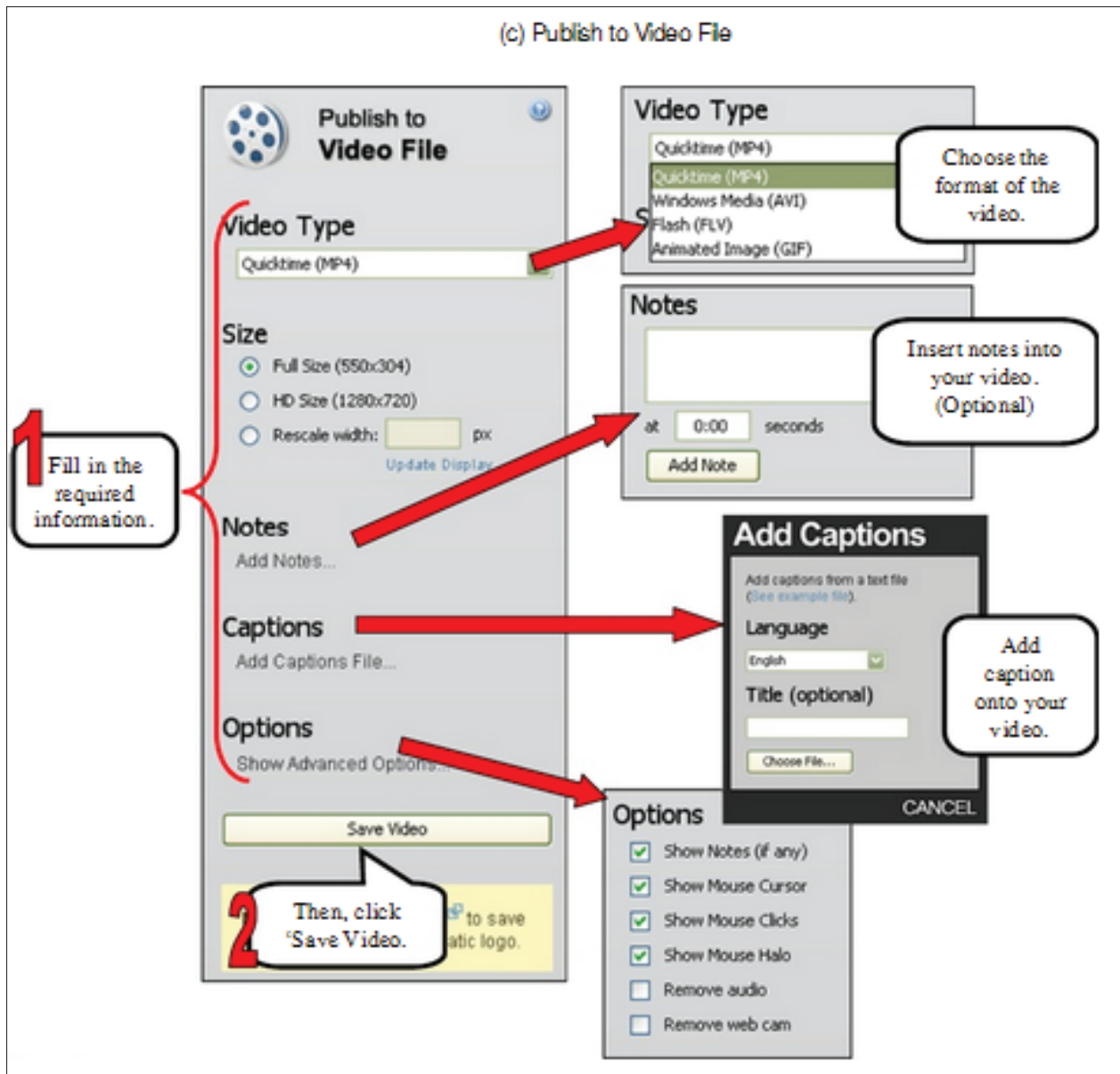
- Title***: My Screencast
- Description***: (Empty text area)
- Tags**: (Empty text area)
- Category**: Film & Animation
- Privacy**: Make video PUBLIC
- Captions**: Add Captions File...
- Side Bars**:
 - Default (Black)
 - Custom Color (Pro Feature)
- Options**: Show Advanced Options...
- Upload to YouTube** button

The Google accounts access request shows the following options:

- Grant access** button
- Deny access** button

The 'Uploaded to YouTube' notification shows the video title and URL: My Screencast (<http://youtube.com/watch?v=gkxmllbpvhU>)

The video player interface shows the video title 'My Screencast' and a video player with a 'CHAPTER I' overlay.



3. GoAnimate

GoAnimate is one of the most popular 'do-it-yourself' animation-based content creation tool available on the Internet. It enables you to create videos quickly and easily, without having to draw or download anything. GoAnimate is the educational version of GoAnimate.com. Using animated cartoons as a teaching tool can be fun, especially when you are teaching young learners. The free account allows you to create animated videos with text-to-speech functions and interesting scenes to work on. If you would like to get more features, consider going for GoPlus. Apart from creating your own cartoons, you can also look at what others have done in the website. As teachers, you can create a task for students to engage in this cartoon making activity. You may allow them to create a short video on a specific theme such as historical events or language functions which can be showcased in class.

Task 3.4 Creating Animated Teaching Content

The following guide adapted from 'Web 2.0 Content Creation Tools: A Quick Guide' explains the step-by-step procedures on how to use GoAnimate as a tool to create quick animated content. Try producing a simple animation on some teaching materials using this tool.

GET STARTED WITH GOANIMATE

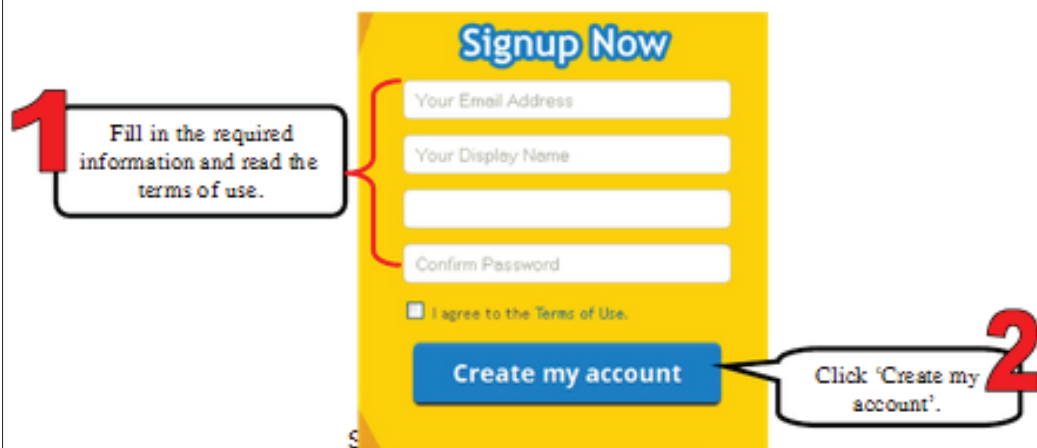
STEP 1

Go to [http:// www. Goanlmate.com](http://www.Goanimate.com)



STEP 2

Signup



or

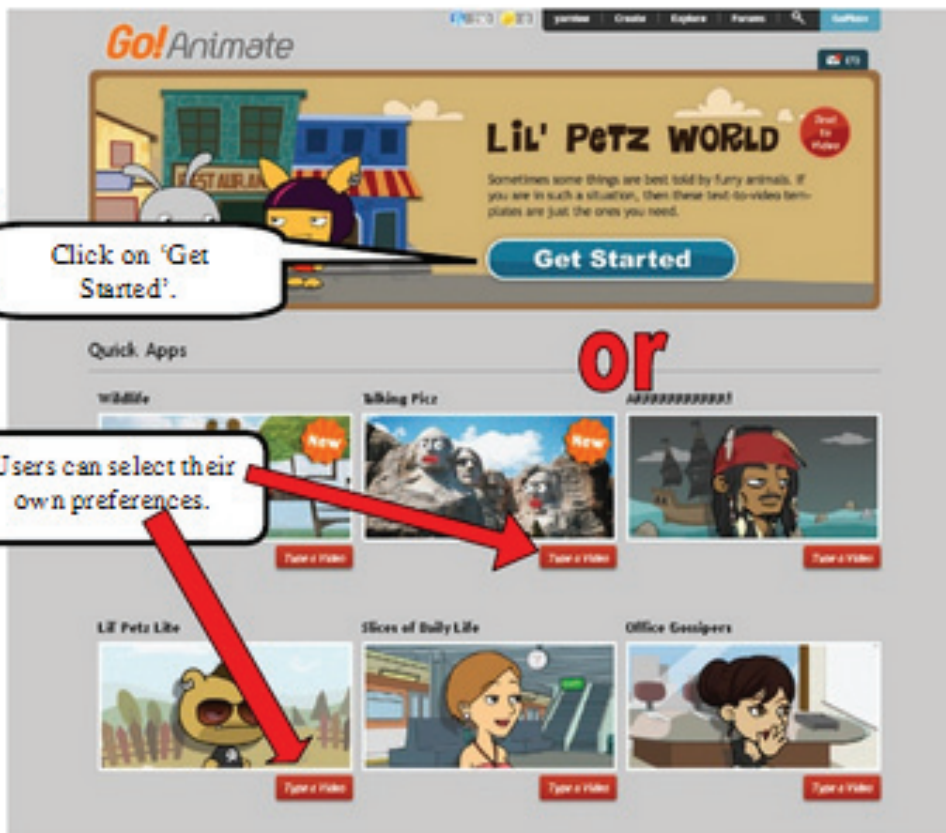


Alternatively, users have the option to login using Facebook or Google account.

STEP 3

Learn to Animate

For Simple and quick text to word animation



1

Click on 'Get Started'.

or

Users can select their own preferences.

2 Click 'Next' or scroll down.

Li'l Petz WORLD
 Sometimes some things are best left by furry animals. If you are in such a situation, then these text-to-video templates are just the ones you need.
 One click / Select a template / 2. Choose the colors / 3. Type your furry dialog / 4. Watch your masterpiece!

Next

1. Choose a Template
 In the countryside
 Nothing better than the great outdoor to truly speak what's on your mind.

Next

Choose a template @ background for your animation.

3

Click 'Next'. **4**

2. Select the Actors

5 Choose characters for your animation.

6 Click 'Next'.

3. Type in your dialog

7 Type in the dialog you want. Maximum characters are 180 for one dialog box.

8 User can choose character's facial expression.

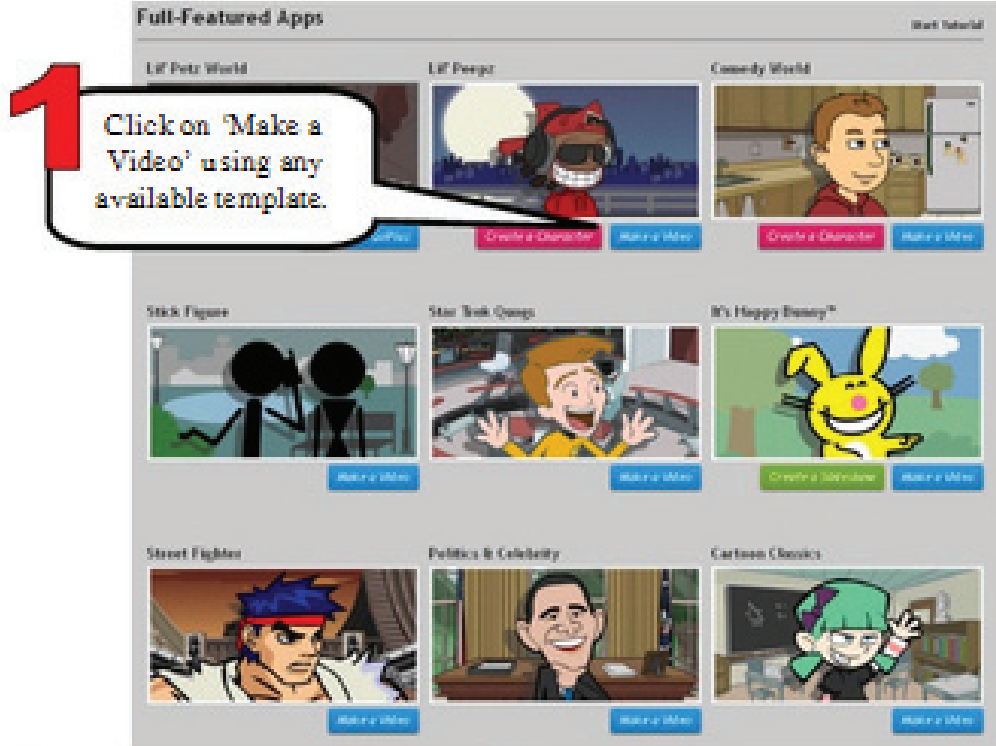
9 Click on 'Preview'.

4. Preview your video

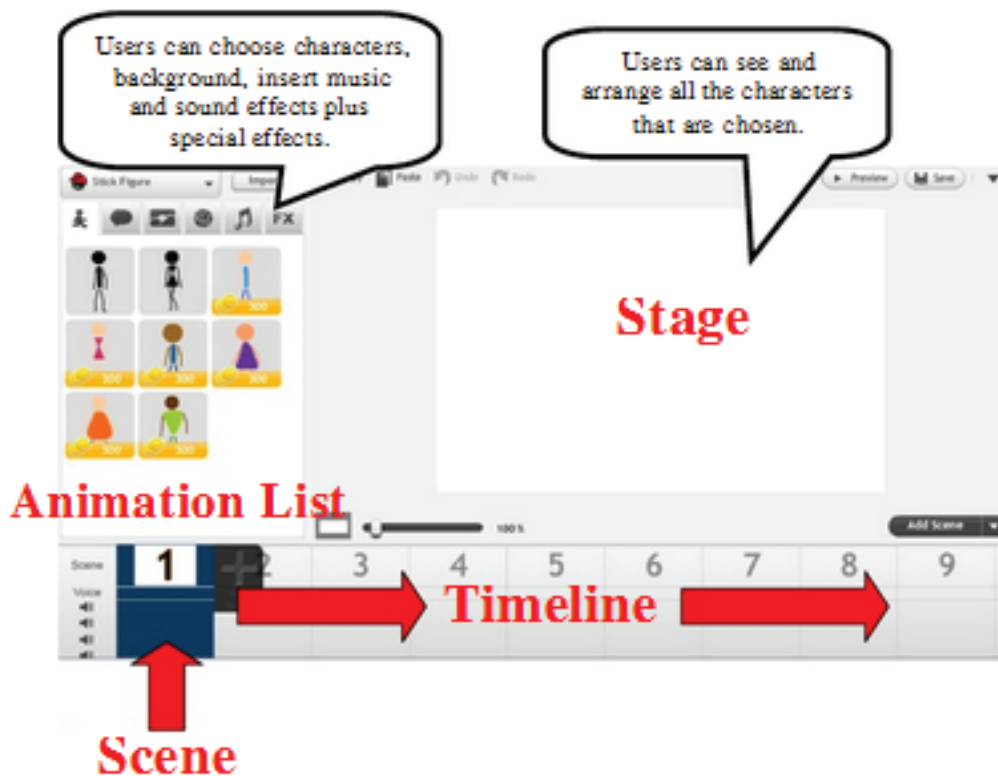
10 Users can preview their animation here.

STEP 4

Full Featured Animation

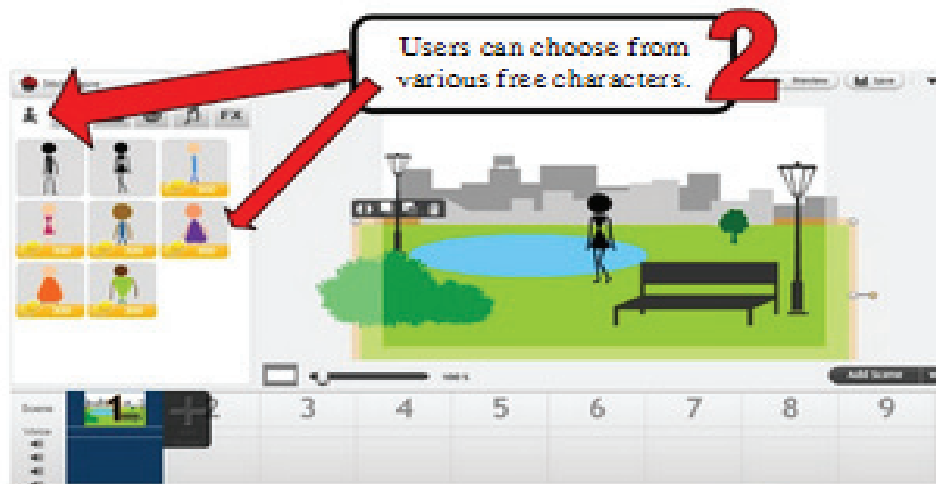
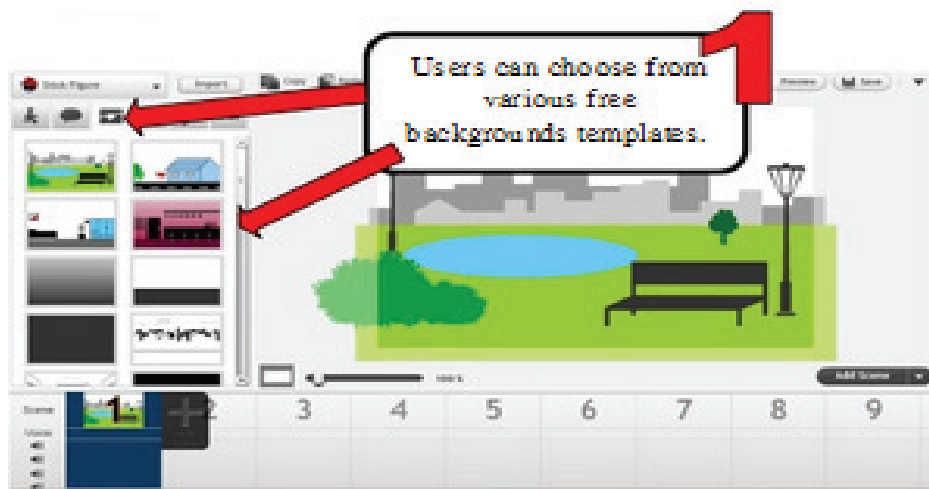


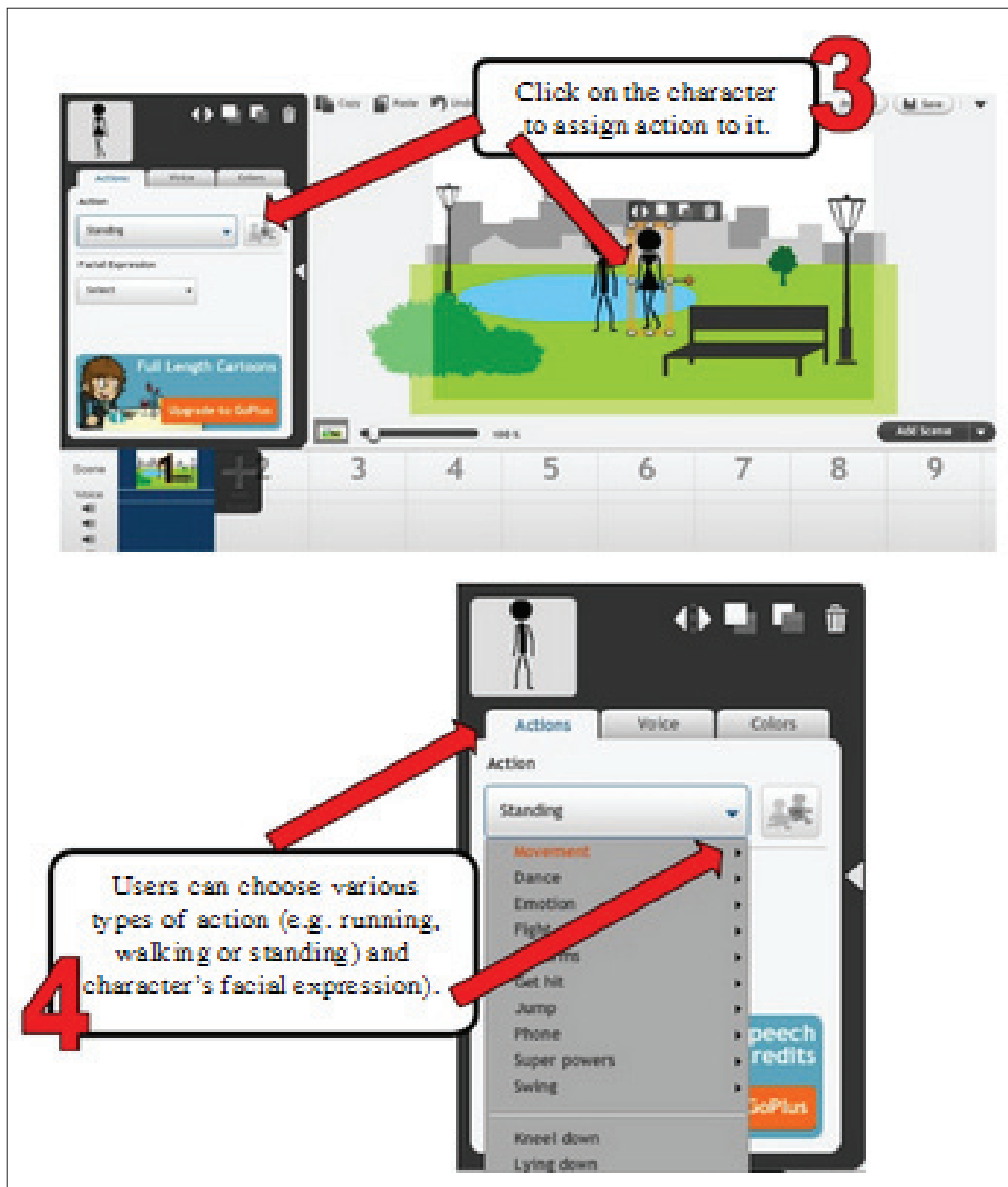
* For this tutorial, stick figure template is used.



STEP 5

Full Featured Interface





The image shows a mobile application interface for configuring a character's voice. At the top, there are three tabs: 'Actions', 'Voice', and 'Colors'. Below the tabs, a 'Credit: 94' indicator is shown next to a yellow star icon. A dropdown menu is set to 'Text-to-Voice'. A text input field contains the instruction 'Type it, and your character will say it. (Max. 180 chars)'. Below the input field is a dropdown menu with 'Kimberly' selected. Underneath, there is a 'Minimize' section with two unchecked checkboxes: 'Manage the camera automatically' and 'Choose character talk action automatic...'. At the bottom, there is a blue 'Add Voice' button. Four callout boxes with red numbers point to specific features: 5 points to the 'Text-to-Voice' dropdown, 6 points to the text input field, 7 points to the character name dropdown, and 8 points to the 'Add Voice' button.

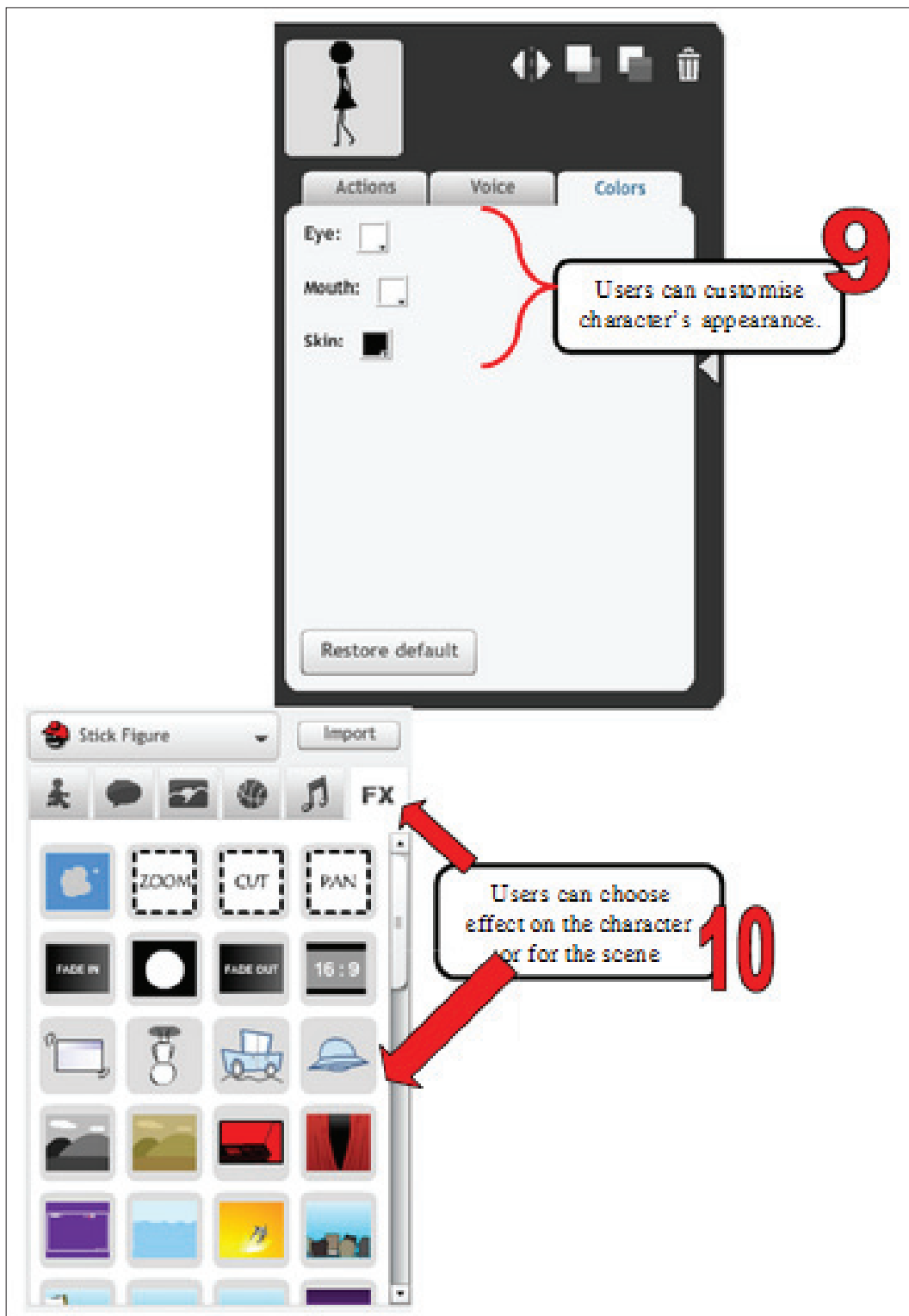
5 Users can choose to use text-to-voice, mic recording or upload file for the character.

6 Users can type in character's dialog.

7 Users can choose the suitable sound from the list for the character.

8 Click 'Add Voice'.

* However, it is limited to one character's action per scene.



4. FlipSnack

FlipSnack is an online flipping book software that allows you to convert PDF documents into Flash page flip digital publications. It is the ideal solution for those who wish to embed a book, article, portfolio, or any other kind of teaching/learning document into a website or blog. Once created, you can embed your flipping book collection, download them, or share them on social networking websites such as Facebook. With FlipSnack you can upload several documents at once, allowing you to embed not only one, but multiple page flip publications in the same Flash widget. The following are some ideas on how to use FlipSnack in the classroom.


- FlipSnack lets students turn PDF documents into embeddable Flipbooks quickly and easily. Students upload a PDF (or multiple PDFs) to be included in the book and FlipSnack instantly transforms it into an interactive flippable book.
- Students can choose a template for their Flip including classic, hardcover, coil bound and interactive. They also have the ability to customise the background, size, and buttons, included in their embed.
- Students can share their FlipSnack with a unique url, on social media sites and e-mail, or embed it in another website. The free version lets students embed the finished FlipSnack on a website or blog with a FlipSnack watermark.
- Students can save their work as a PDF and upload into an interactive book that can be embedded on a blog, wiki, or website.
- Students can upload original stories to a class FlipSnack account to create a library of student work.
- During silent reading time, give students the opportunity to enjoy their peers as authors. This is perfect for an elementary classroom that may not have the e-mail addresses for each student to sign up for a separate account.
- Create custom books for your students by combining PDF documents into one customised text-book. These can be embedded on a class blog, website, or wiki for students to access from anywhere they have Internet access.
- Upload school handbooks, resources, etc. to the classroom and school website for easy access by students and parents.
- Source <http://ilearntechnology.com/?p=3994>

Task 3.5 Creating Flipped Teaching Notes

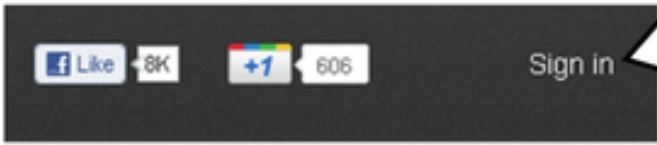
The following guide adapted from 'Web 2.0 Content Creation Tools: A Quick Guide' explains the step-by-step procedures on how to use FlipSnack as an e-publishing tool to create quick e-content in the form of e-books or e-notes. Try producing a flip-based teaching note using this tool.

GET STARTED WITH FLIPSNACK

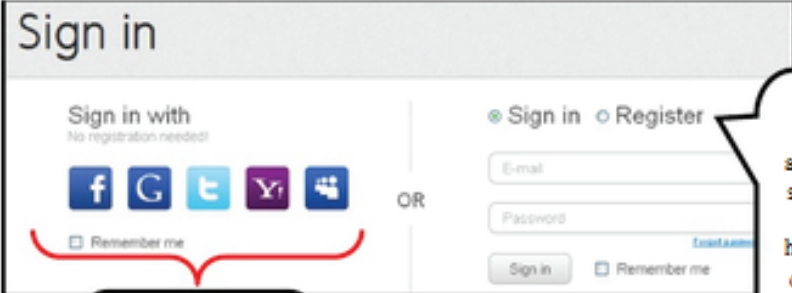
STEP 1 Go to: <http://www.flipsnack.com/>



STEP 2 Sign In/Register



To Sign in or Register with Flipsnack, Click 'Sign in' at the top right corner of the Flipsnack page. **1**



If you have a Flipsnack account, you can sign-in as usual. If you do not have an account, click 'Register'. **2**

You also can sign in using these applications. **3**

STEP 3 Adding Document

1 To add a document, click 'New flip'.

2 Insert the document title.

3 You can add a document either from your computer or import from URL.

4 Then, browse or drag and drop your files here. Your document pages can be more than 500 pages in pdf format.

5 Next, wait for your document to finish uploading and converting.

By adding content, you agree to the [Terms of service](#).

6 Once you are done uploading the document, you can edit your document information.



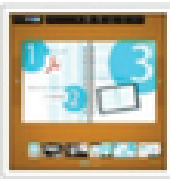

7 Then, click the 'Next' button.

The screenshot shows a document editor interface with the following elements:

- Header: [Edit all documents](#)
- Document preview on the left.
- Document title: **Scribd**
- Document content: A quick guide to get started with Scribd
- Buttons: [Delete](#) (trash icon), [Save info](#)
- Footer: By adding content, you agree to the [Terms of service](#).

STEP 4 Choosing Template

Choose template

			
Classic flip 30136 uses	Hardcover flip 3259 uses	Coil flip 3118 uses	Interactive flip 4044 uses

You can choose four types of template for viewing your flipbook.

STEP 5 Preview Setting

Widget type

Shelf widget Classic widget

Size

W: x H: px

Size presets ▼

Controls

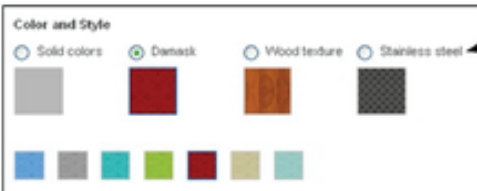
- Always show flip buttons
- Show thumbnail navigation
- Enable flip sounds
- Enable PDF download
- Show share buttons [Advanced](#)

Other settings

- Use highlights on links
- Use right to left orientation
- Enable shelf tooltips
- Auto flip

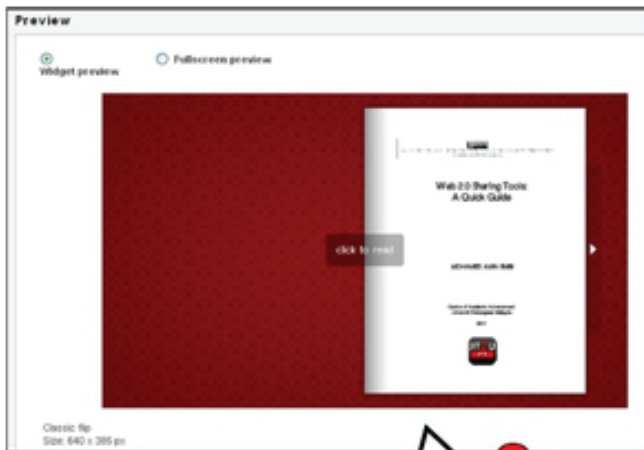
Color and Style

Solid colors Damask Wood texture Stainless steel



Preview

Widget preview Fullscreen preview



Classic flip
Size: 640 x 385 px

1 Select your color and style.

2 Select your preview setting.

3 Examples of your flipbook preview.

4 Then click the 'Finish' button.

Finish



3.5 Offline Content Creation Tools

Besides content creation tools that we can use to create and publish content online, there are a few tools that we can also utilise to create content in an offline manner. Two of the most common tools often employed by lecturers for this purpose are Jing and Camtasia Studio. Both tools are actually developed by the same company, Techsmith.

1. Jing

Jing is a fast and easy way to capture images and create videos of what you see on your screen. Sometimes, using words to express yourself through online conversations is just not sufficient. With Jing, you can capture what you want to teach with a picture or a video instantly. Pictures and videos really do say a thousand words, and you can capture them all with Jing. As educators, you can use Jing when creating online tutorials for your lessons. Jing has a free version and a paid professional version. The professional version has features the free version does not have like embedding a web-cam while recording the lesson.

Task 3.6 Creating Video-based Teaching Content

The following guide adapted from 'Web 2.0 Content Creation Tools: A Quick Guide' explains the step-by-step procedures on how to use Jing as a video creating tool to produce quick teaching content. Try producing a 5 minute teaching video using this tool.

GET STARTED WITH JING

STEP 1

Go to <http://www.techsmith.com/jing/>



STEP 2

Downloading/Installing Jing



Click 'Download Free Version' of Jing. **1**



2 Next, click 'Download for Windows' if you are using Windows.

3 Jing_setup.exe will appear. Click 'Save File' to save the setup file in your computer. After you have completed saving, run the setup and start installing.

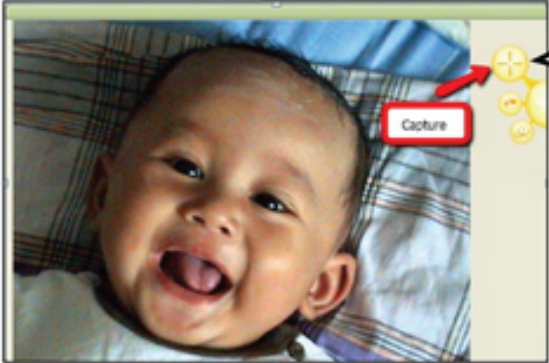
4 At the end of the installing process, you need to sign up online.

STEP 3 Finding and Launching Jing


1 After the installation and sign up is completed, the Jing sun will appear at your desktop screen.

2 When you move the cursor over the "sun", three options will emerge. The most useful one is 'Capture'.

STEP 4 Taking a Capture



1 Click 'Capture'.



2 You will see that your screen will go darker as you move the area around the screen.

3 Click and drag to select a portion of your screen.

4 The highlighted bright area is the part that will be captured. Let go when you have got the area you have selected.

STEP 5 Capturing an Image

1 Click the image button.

2 The image will look like this.

3 You can use the image tools to annotate your capture.

4 An example of an annotation using the image tools.

5 The Date/Time stamp is the default filename.

6 If you click the 'share via Screencast.com' button, your image or video will be uploaded to your Jing folder on Screencast.com. You can paste the link into your email, document or online conversation.

7 Click the 'save' button to save it manually.

STEP 6

Recording Videos



1 Click 'capture' and highlight the area you want to record as a video.



2 Make sure your microphone is connected and that it is not muted.

3 Click the video button.



4 A 3 second countdown will appear, and your screen will be recorded. You can perform any actions you would like to show while narrating along.

5 Click stop when you are done.

6 There is a five minutes time limit.



2. Camtasia Studio


Camtasia Studio is a screen video capture software published by TechSmith. The software is used for screen capturing, which is generally set in a specific region. Camtasia Studio can record audio from an input source and then add it to the screen captures.

Task 3.7 Creating Video Teaching Content


The following guide adapted from 'Web 2.0 Content Creation Tools: A Quick Guide' explains the step-by-step procedures on how to use Camtasia as a video creating tool to produce a fully edited teaching content. Try producing a 10 minute edited teaching video using this tool.

GET STARTED WITH CAMTASIA STUDIO


STEP 1 Go to: <http://www.techsmith.com/camtasia.html>



STEP 2 Downloading & Installing Camtasia Studio



1 Click at the 'Free Trial' button.



2 Insert your email address here to get the 30 days trial for using Camtasia.

3 Then, click at 'Start Windows Download' or 'Start Mac Download'.

4 This window will be showed and you need to click 'Save File' to start installing the Camtasia software.

5 Click the 'Next >' button.

6 Click the 'Next >' button again.

7 Mark at 'I accept the license agreement' and click 'Next >'.

8 Click 'Next >'.

The screenshots show the following steps:

- Opening the downloaded file 'camtasia.msi' in Windows Explorer.
- The 'Camtasia Studio 6 Setup' wizard starting with a 'Welcome' screen.
- The 'License' screen where '30 day evaluation' is selected.
- The 'License Agreement' screen where 'I accept the license agreement' is selected.
- The 'Installation Folder' screen where the default path 'C:\Program Files\TechSmith\Camtasia Studio 6\.' is shown.

9 Click the 'Next >' button again.

10 Wait for Camtasia to finish the installed process.

11 Click the 'Finish' button.

12 Click the 'Finish' button again.

13 Now your Camtasia is successfully installed.

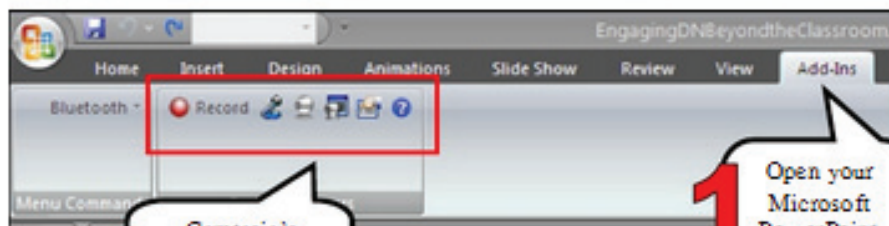
14 Camtasia shortcut icon will be installed on your desktop.

STEP 3

Recording PowerPoint

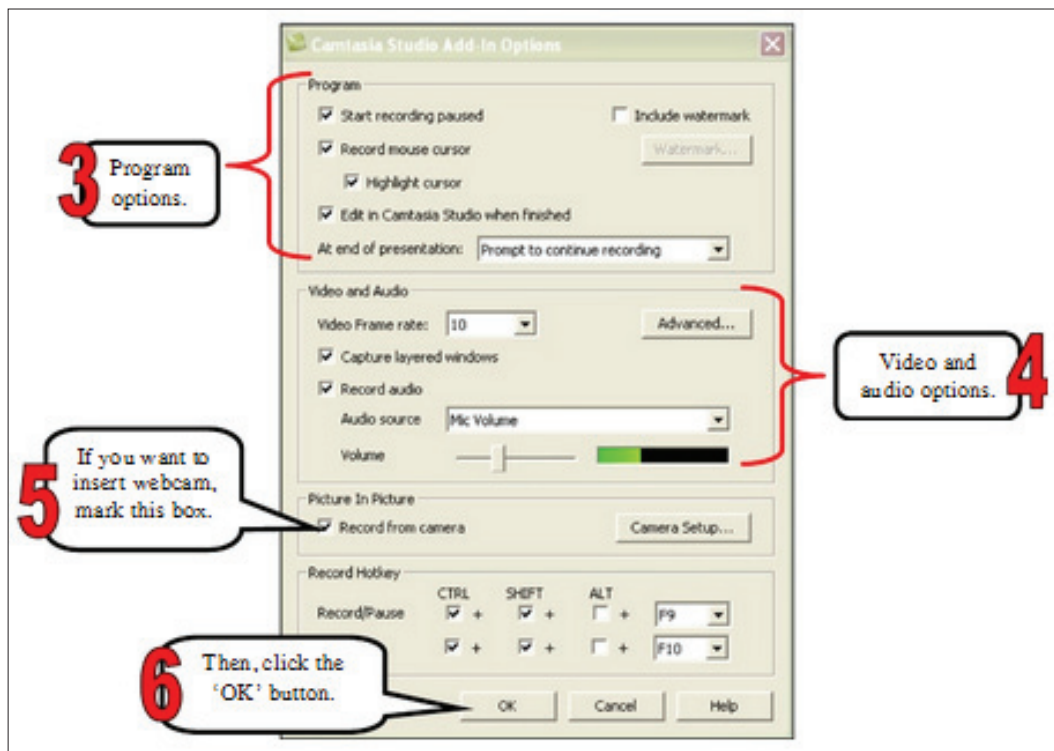
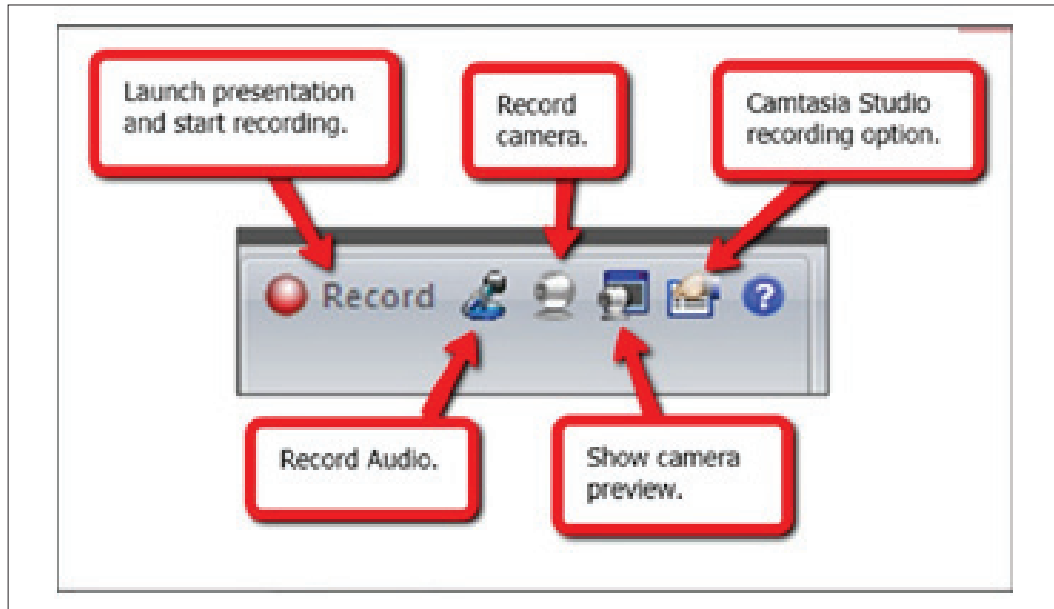


or



2 Camtasia's PowerPoint tools.

1 Open your Microsoft PowerPoint file and go to the 'Add-Ins' tab.



7 To start recording the PowerPoint, click the 'Record' button.

8 Then, go to 'Click to begin recording'.

9 Click at the 'Stop Recording' button after you have finished the recording.

Engaging Digital Natives Beyond the Classroom

Using Camtasia Studio to Enhance Learning Outcomes

What influence does technology and other factors have on learning outcomes?

Learning Outcomes

Learning Performance

Pedagogical Affect

Achievement

Teaching/Learning Congruence

STEP 4 Recording the Screen

1 Click at 'Record the screen'.

2 Use these settings to customize your screen recording and insert the camera and audio.

3 You can resize the area of the screen you want to record.

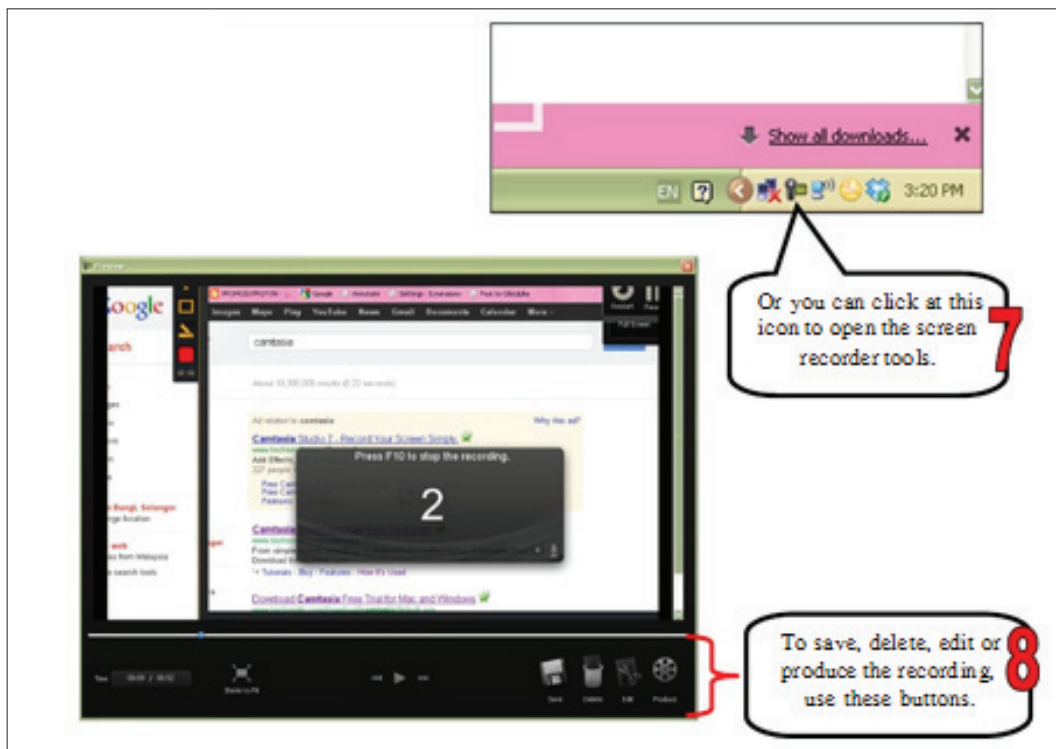
4 To start the recording, click the 'rec' button.

The screenshot shows the Camtasia Studio 7 interface. On the left, a 'Task List' pane is open with 'Record the screen' selected. A red arrow points to this option. In the center, the 'Settings' window is open, showing options for 'Full Screen', 'Custom', and 'Dimensions' (912x624). There are also 'Camera' and 'Audio' settings. A red arrow points to the 'rec' button in the bottom right corner of the settings window. A speech bubble with the number '2' points to the 'Settings' window. Another speech bubble with the number '3' points to the 'Dimensions' area. A fourth speech bubble with the number '4' points to the 'rec' button.

5 Your recording will begin after the three counts.

6 To stop the recording, click at the 'Stop' button.

The screenshot shows the Camtasia Studio 7 interface during a recording session. A large black box with the number '2' is overlaid on the screen, indicating a three-count delay before recording begins. A speech bubble with the number '5' points to this box. In the top right corner, a control bar shows 'Full Screen', 'Call', 'Pause', and 'Stop' buttons. A speech bubble with the number '6' points to the 'Stop' button. The background shows a Google search results page for 'camtasia'.



STEP 5 Producing Your Recording

1 Open your Camtasia studio and go to 'Produce video as...' under the 'Produce' panel.

2 Mark at 'Produce your recording' and click 'OK'.

3 Choose 'Custom production settings'.

4 Click the 'Next >' button.

5 Choose your video format.

6 Click the 'Next >' button.

7 Click the 'Next >' button.

8 Choose your video size and click the 'Next >' button.

9 Click the 'Next >' button.

10 Click the 'Next >' button again.

11 Insert your production name under output file and then click 'Finish' button.

The screenshots show the following steps in the Production Wizard:

- Video Size:** Selecting 'Standard video size' (640x480) and clicking 'Next >'.
- Video Options:** Selecting 'Include watermark' and clicking 'Next >'.
- Marker Options:** Selecting 'Include a table of contents' and clicking 'Next >'.
- Produce Video:** Entering a production name in the 'Output file' field and clicking 'Finish'.

12 Wait for the project to finish rendering.

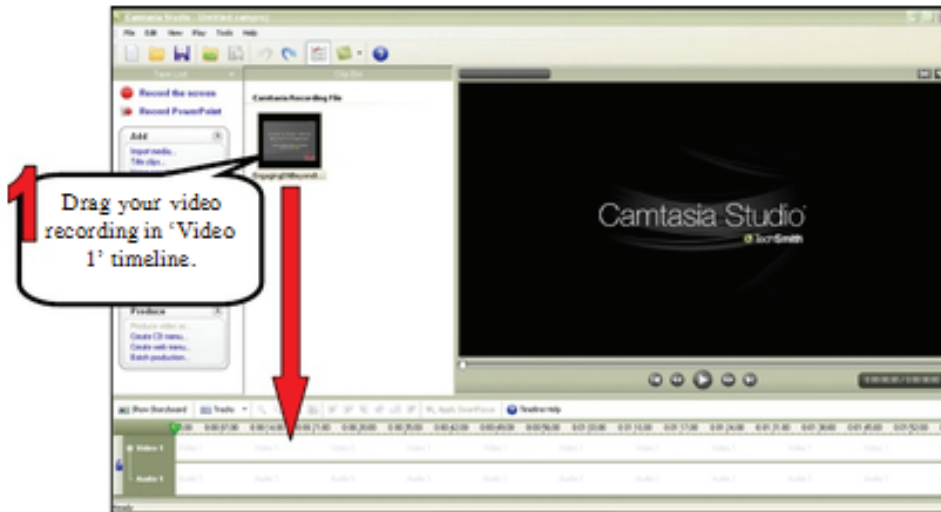
13 Then, click 'Finish' button.

The screenshots show the following steps:

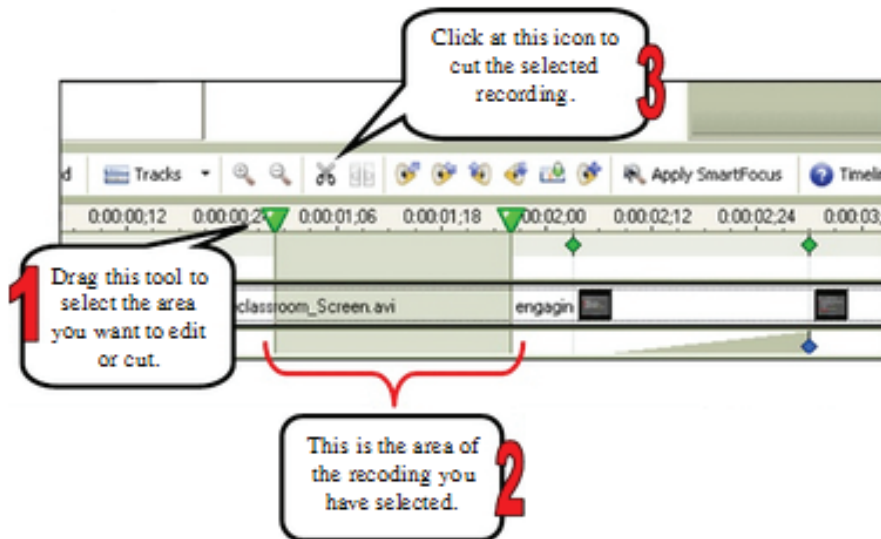
- Rendering Project:** A progress bar showing 11.4% completion with a 'Cancel' button.
- Production Results:** A window listing the files created, including the main video file and various image assets. It also shows content duration (00:00:47) and content size (2.60 MB). A 'Finish' button is visible at the bottom.

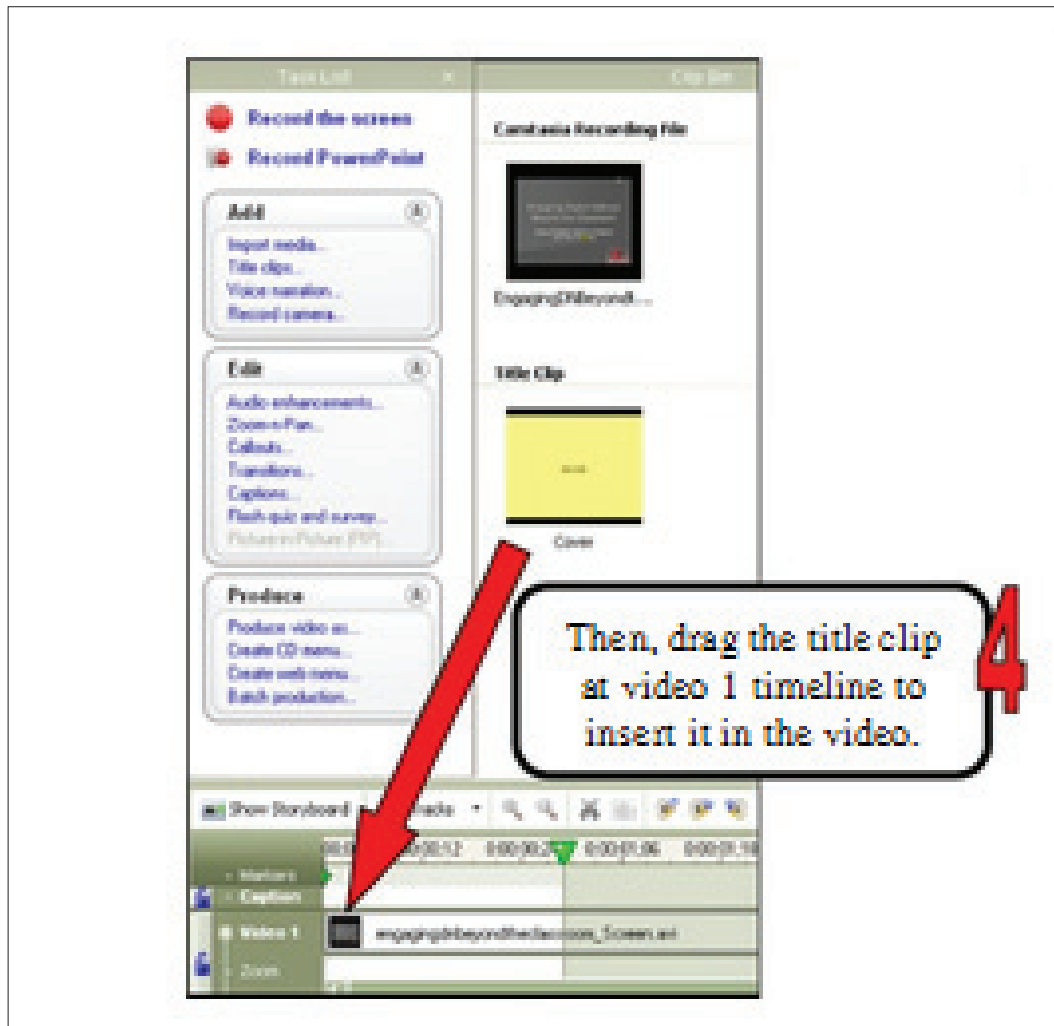
STEP 6

Editing your Recording

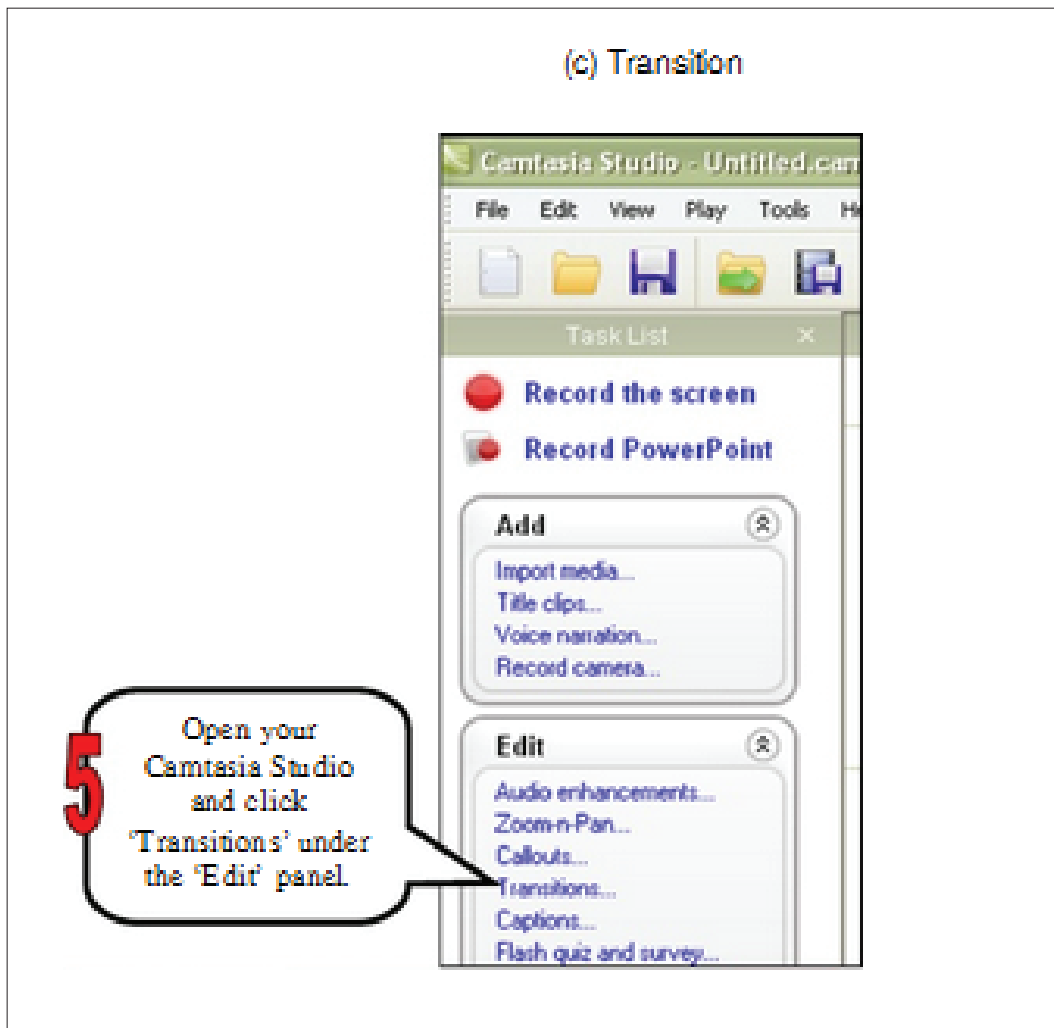


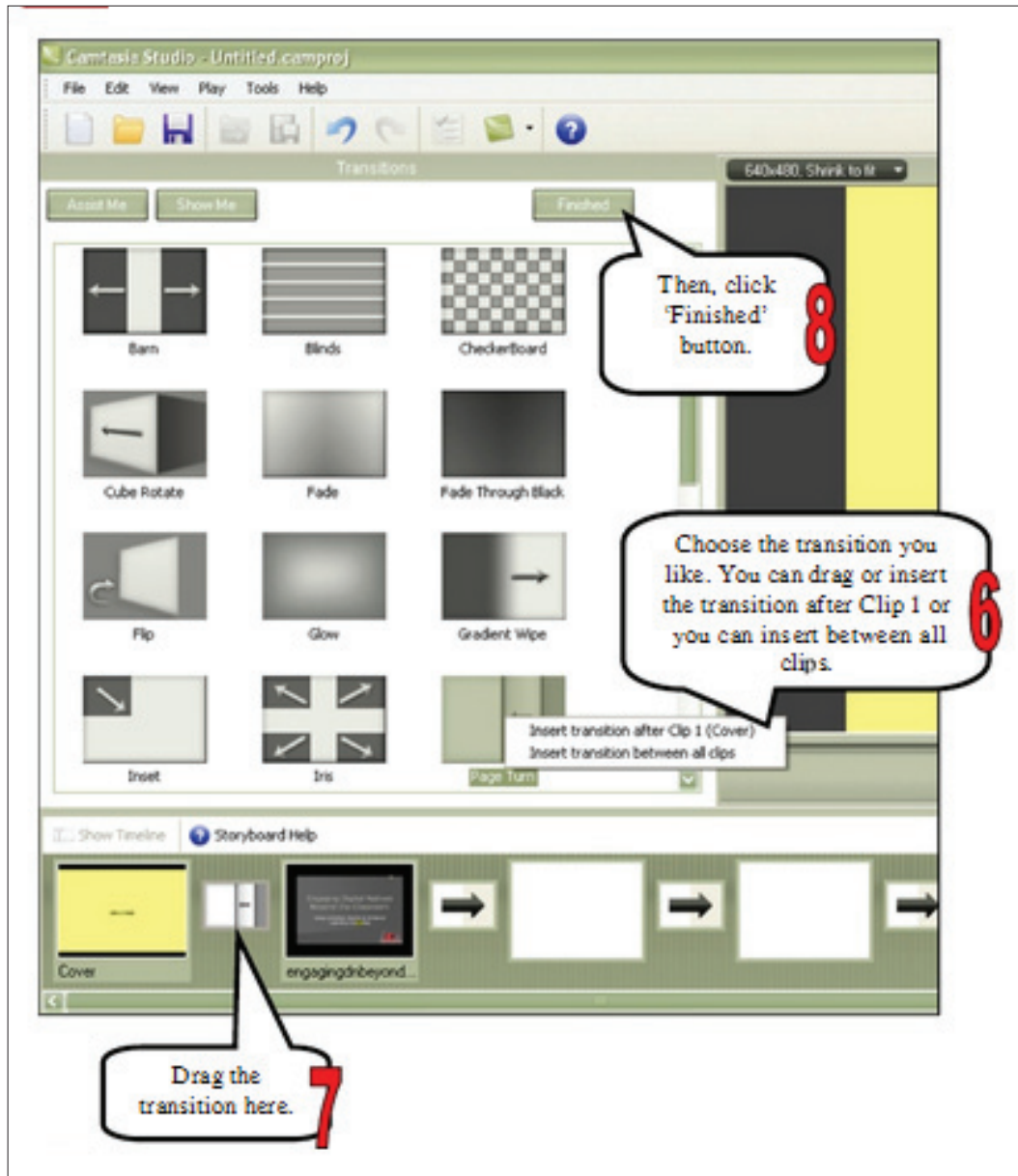
(a) Cut the recording

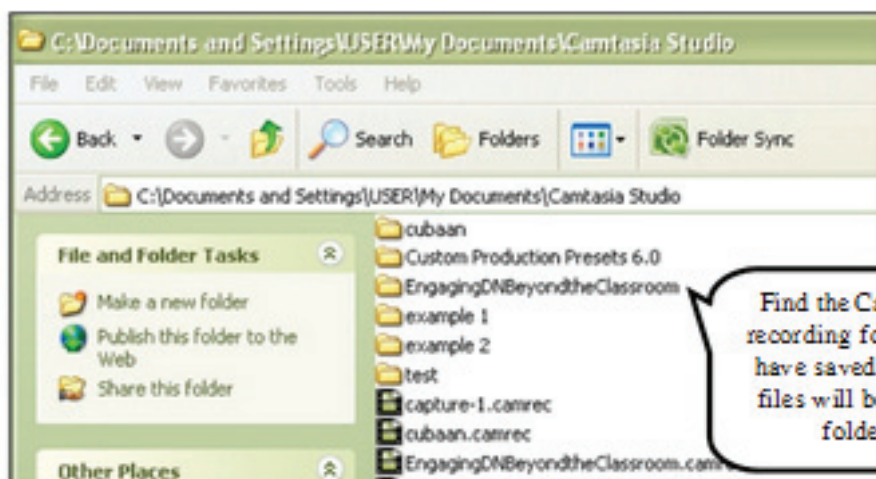
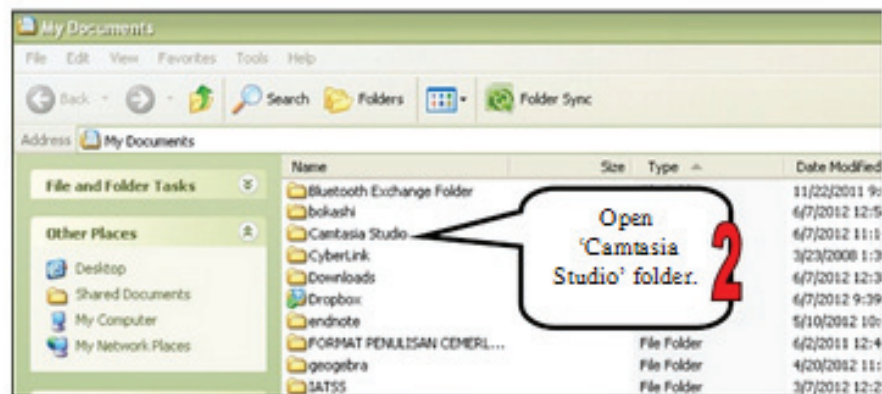
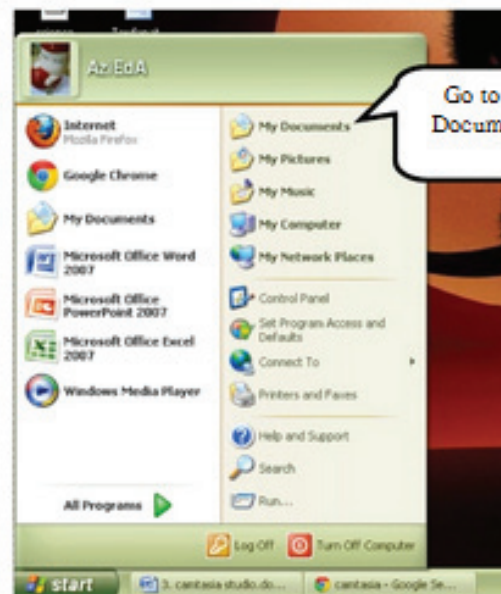




(c) Transition





STEP 7**Finding your Documents**

Task 3.8 Online Poll

You are already exposed to a number of content creation tools. First, cast your preferred content creation tools using an online voting poll at <http://www.polleverywhere.com/>. Second, create a group wiki using Wikispace to compare and contrast the advantages and disadvantages of the various online and offline content creation tools you have learnt so far.

3.3 End of Unit Assessment

Describe at least one other content creation tool that you can use to create quick online content. Compare this tool with the other tools you have learnt in this unit. Compare these tools in terms of their functionalities and ease of use. Finally, create a full 30-minute video teaching content using your favourite content creation tool(s). Upload your content onto your LMS and get some feedback from your students. Share your findings with the other trainees.

3.4 Summary

In this unit, you have been exposed to a number of online and offline content creation tools such as Screencast-o-matic, GoAnimate, FlipSnack, Jing, and Camtasia Studio. Some important aspects to be considered when selecting these tools are that they are free, flexible, and easy to use (no need of programming skills). Each tool has its own unique feature and limitations.

3.5 Additional Reading & Online Resources

Books

Earnshaw, R. & Vince, J. (Eds.) (2001). Digital Content Creation. Springer.

Halvorson, K (2009). Content Strategy for the Web. New Riders Press.

Mohamed Amin Embi. (2012) Web 2.0 e-Publishing Tools: A Quick Guide. Universiti Kebangsaan Malaysia

Online Resources

5 Content Development Tools That Work

<http://www.interactmedia.com/content-marketing-blog/bid/55221/5-Content-Development-Tools-That-Work>

Awesome Content Creation Tools You Should Be Using

<http://blog.hubspot.com/blog/tabid/6307/bid/6809/5-Awesome-Content-Creation-Tools-You-Should-Be-Using.aspx>

Seven Cool Content Creation Tools

<http://websupportteam.com/index.php/seven-cool-content-creation-tools/>

Web 2.0 Content Creation Tools: A Quick Guide

<http://www.scribd.com/doc/98946511/Web-2-0-Content-Creation-Tools-A-Quick-Guide>

UNIT 4

Online Assessment Tools

Task 4.1 Experience Sharing

Have you utilised any web-based assessment or quizzing tools before? Please share at least one web-based tool that you have used before to create and manage online assessment/quizzes. Describe the benefits of such tools in the context of your teaching activities.

Learning Outcomes

At the end of this unit, you should be able to

- i. search the Web to identify suitable online quizzing/assessment tools;
- ii. produce an online quiz using any of the available assessment tools; and
- iii. compare and contrast the different tools available for quizzing.

4.1 Advantages & Disadvantages of Online Assessment

Tests delivered using web/online technologies will allow for more reach; i.e., more people can take the test without incurring additional costs for the instructor. Scoring is standardised and feedback could be optionally given immediately. Reports of student performance can be given by most online testing systems. Furthermore, data are usually stored and can be reused for further analysis. The tests can be presented using multiple question formats, such as MCQ, open-ended, fill-in-the-blanks, etc. even within a single test. Technology allows for more interactivity and enhanced presentation of prompts and options in a test. For example, online listening comprehension tests can easily incorporate a YouTube video as the prompt.

Task 4.2 Compare & Contrast

Despite their advantages, online assessment and quizzes have some disadvantages. Explore the Internet to gather some information regarding this matter. Present your findings in a short format using the class online sticky notes board accessible at Wallwisher.com

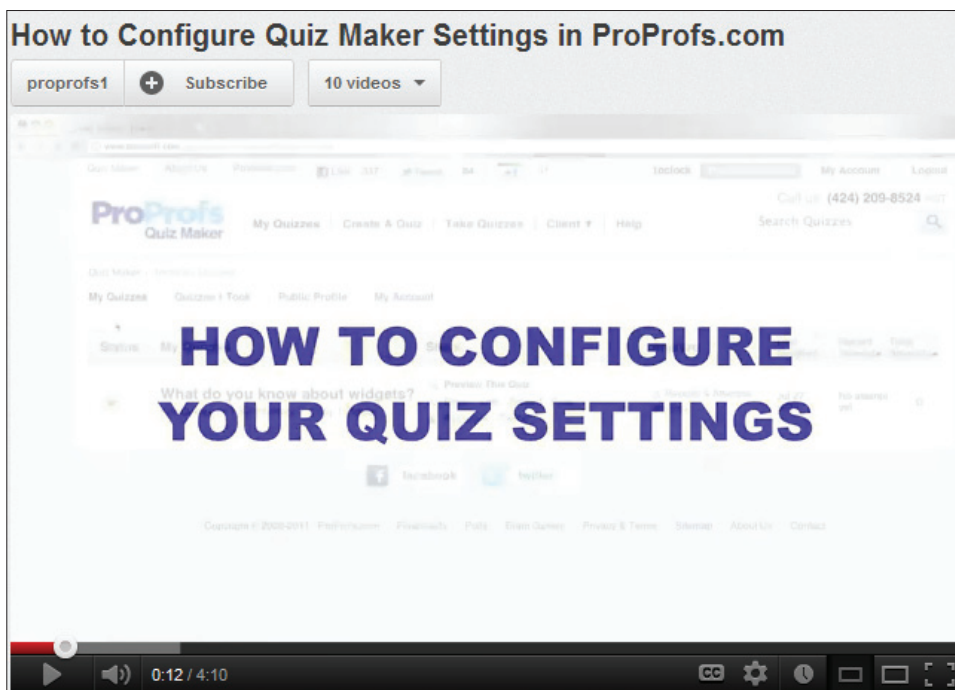
For further reading on the topic related to the advantages and disadvantages of online assessment, please go to <http://voices.yahoo.com/administering-tests-using-web-advantages-disadvantages-3159816.html>

4.2 Online Assessment Tools

There are a number of Web 2.0 tools available for free that you can use to create online quizzes, such as ProProfs, Polldaddy, QuizSnack, and Zoho Challenge. These tools allow educators like you to create and manage online quizzes for free. ProProfs is a free online assessment tool that many educators utilise to create online quizzes. The following YouTube videos provide some guides on how to get started using ProProfs as an assessment tool.



<http://www.youtube.com/watch?v=6oBmV4bG9VU>



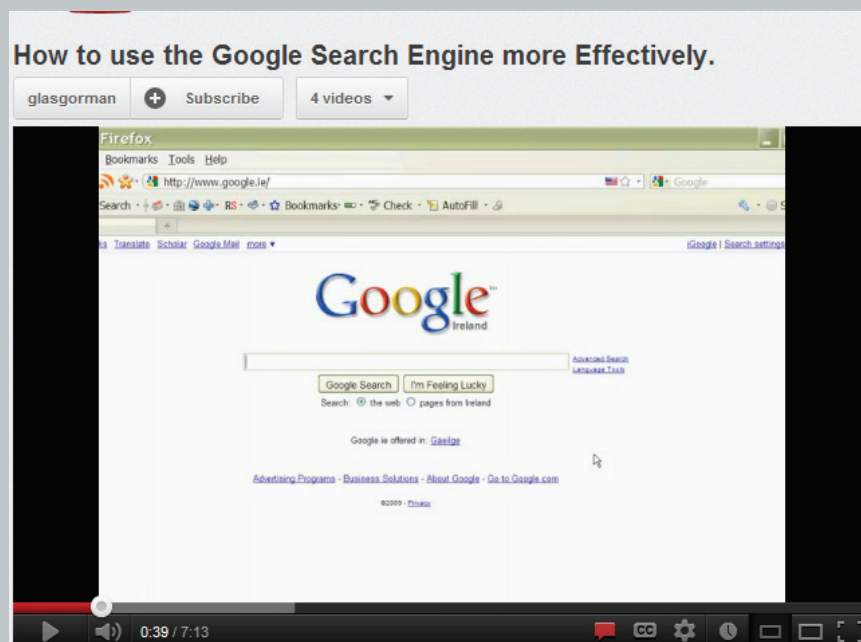
<http://www.youtube.com/watch?v=qO6lrd7Qp9Y>



<http://www.youtube.com/watch?v=9uFpjKCS-PE>

Task 4.3 Self-exploration

Explore the Internet to search for online assessment tools similar to ProProfs Quiz Maker. The tools should allow you to create and host your quizzes online for others to take. View the following YouTube video to learn how to search more effectively.



http://www.youtube.com/watch?v=L6mvmMW_nnY

Compare the online assessment tool that you have discovered with ProProfs. Next, redo the quiz that you have created earlier with ProProfs using your newly discovered assessment tool. Then compare and contrast the features of the tools with ProProfs in the a wiki entry. The wiki entry should cover the advantages and

the disadvantages of each of the two tools (ProProfs Quiz Maker and your chosen tool). The discussion could cover the question types available, sharing options, limitations, and versatility.

4.3 End of Unit Assessment

Produce a Prezi presentation highlighting the advantages and disadvantages of online testing and assessment. The Prezi show should also list at least two online assessment tools. Do a short review of one of the tools (which is presumably your personal favourite assessment tool), and include it in your Prezi presentation.

4.4 Summary

This unit has given you some exposure on some available and free-to-use web-based assessment tools. You have also made use of ProProfs and another individually selected tool to get a feel of creating and managing online assessment in form quizzes. The available tools offer different features and values to users like you. Ultimately, your own needs should guide you on which one is more appropriate.

4.5 Additional Reading & Online Resources

Books

Palloff, R.M, Pratt, K, (2009). *Assessing the Online Learner: Resources and Strategies for Faculty*. John Wiley & Sons.

Williams, D.D, Hricko, M.E, Howell, S.L. (Eds.) (2006). *Online Assessment, Measurement, and Evaluation: Emerging Practices*. IGI Global

Online Resources

Online Assessment Resources for Teachers.

<http://www.uwstout.edu/soe/profdev/assess.cfm>

Tools for Assessment.

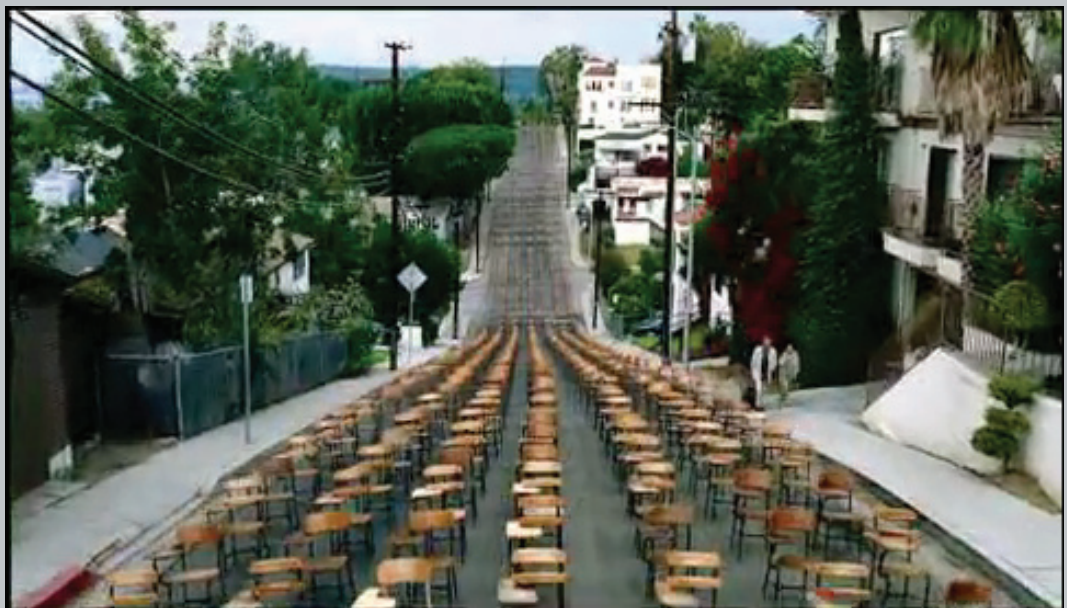
<http://serc.carleton.edu/NAGTWorkshops/assess/types.html>

UNIT 5

Learning Resources

Task 5.1 Video Critique

Watch this video and answer the following questions:



<http://www.youtube.com/watch?v=F3nHvkJSNFg>

- i. Can learning take place outside the classroom setting?
- ii. What if the resources for learning come from an open source?
- iii. What if you are also one of the sources of learning?

Learning Outcomes

At the end of this unit, you should be able to identify and use learning resources for diverse learning context.

Task 5.4 Creating a Wiki OER Database

Using any Wiki-based platform (eg. PBWork, Wikispaces), create a simple database consisting of OER related to e-Learning. The following is an example for you to use as a guide:

The screenshot shows a Scribd page titled "Web 2.0 OER" with the subtitle "Open Educational Resources on Web 2.0 Tools in Education" and "Curated by Mohamed Amin Embi". The page has 930 views and a "Follow" button. Two document thumbnails are displayed:

- Web 2.0 Content Creation Tools - A Quick Guide**: A guide on selected content creation tools by Prof. Dr. Amin in How-To Guides/Manuals, web 2.0, and Mohamed Amin Embi. It features a cover with various icons like "eBook", "present.me", and "educreaf".
- Web 2.0 Research Tools - A Quick Guide**: A guide on 20 selected Web 2.0 tools for research purposes by Prof. Mohamed Amin, Universiti Kebangsaan Malaysia. The cover features a colorful circular graphic.

Both documents are from Scribd and have "Scoop" buttons.

<http://www.scoop.it/t/web-2-0-learning-teaching>

Task 5.5 My Own OER

The graphic features the OER IPR support logo (three circles with 'O', 'E', 'R' and 'IPR support' below). The main text reads "Turning a Resource into an Open Educational Resource (OER)". Below this is the Creative Commons Attribution-ShareAlike (CC BY SA) license logo. At the bottom, it says "©HEFCE. Some Rights Reserved."

<http://www.youtube.com/watch?v=CUVW5fhQP2k&feature=related>

Based on the video presentation, discuss how you can turn your teaching materials into OER.

The Creative Commons copyright licenses and tools forge a balance inside the traditional 'all rights reserved' setting that copyright law creates. The following video provides an overview of Creative Commons:







<http://creativecommons.org/videos/creative-commons-kiwi>

Task 5.6 Compare & Contrast

Based on the following license conditions given below, discuss which license you would probably use when sharing your materials as OER and why.

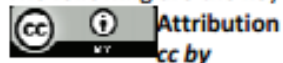
License Conditions⁸

Creators choose a set of conditions they wish to apply to their work.

 Attribution by	 Share Alike sa	 Non-Commercial nc	 No Derivative Works nd
You let others copy, distribute, display, and perform your copyrighted work — and derivative works based upon it — but only if they give credit the way you request.	You allow others to distribute derivative works only under a license identical to the license that governs your work.	You let others copy, distribute, display, and perform your work — and derivative works based upon it — but for non-commercial purposes only.	You let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it.

The Licenses

The following are the key CC licences:



Attribution
cc by

This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered, in terms of what others can do with your works licensed under Attribution.



Attribution Share Alike
cc by-sa

This license lets others remix, tweak, and build upon your work even for commercial reasons, as long as they credit you and license their new creations under the identical terms. This license is often compared to open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use.



Attribution No Derivatives
cc by-nd

This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.



Attribution Non-Commercial
cc by-nc

This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.



Attribution Non-Commercial Share Alike
cc by-nc-sa

This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms. Others can download and redistribute your work just like the by-nc-nd license, but they can also translate, make remixes, and produce new stories based on your work. All new work based on yours will carry the same license, so any derivatives will also be non-commercial in nature.



Attribution Non-Commercial No Derivatives
cc by-nc-nd

This license is the most restrictive of our six main licenses, allowing redistribution. This license is often called the "free advertising" license because it allows others to download your works and share them with others as long as they mention you and link back to you, but they can't change them in any way or use them commercially.

5.2 Malaysian OER Initiatives

Like other organisations else where, Malaysian institutions of higher learning have also embarked onto the OER projects. Below are three case studies on Malaysian OER/OCW. See if you can identify other OER made available at Malaysian IHLs.

Case Study 1: Just-in-time Training 2U (jitzu) by UKM

<http://jitzu.ukm.my/web20>

Case Study 2: UTM Open Courseware

<http://ocw.utm.my>

Case Study 3: OER Asia (Wawasan Open University)

Home About WOU and IRI Projects & Initiatives OER Community OER Resources Board of Advisers Contact

Open Educational Resources ASIA

wawasan open UNIVERSITY the people's university

Institute for Research and Innovation

OER Workshop Foreword

» Maria Ng (IDRC)

PDF | Print | E-mail

OER Training Toolkit

Welcome to the OER Training Toolkit

This web site is designed to support a self-directed, activity-based approach to understanding how open education resources (OER) can be used to support teaching and learning in open and distance learning contexts.

खुल ouvert mō' otvoren
 abierito āpent offen auki otwarte
 hapurotevrít 열린เปิด 开放 odprte
 nyitott deschis açık avatud agored
 ανοιχτό opna oscailte aperto OTKРЫTый
 atidarviti

<http://oerasia.org/oer-workshop>

Introduction
 Module 1
 Module 2
 Module 3
 Module 4
 Module 5
 Resource Links

5.3 End of Unit Assessment

Create a portfolio consisting of at least 10 OER related to a particular topic that you teach at the undergraduate level. Indicate how you plan to re-use and re-mix the resources to suit your local teaching context. Present this OER portfolio to the rest of the group.

5.4 Summary

This unit has explored the concept of OER and Creative Commons. In this unit, you have been exposed to how to find OER and turn your existing materials into OER that can be shared with others.

5.5 Additional Reading & Online Resources

Books

Butcher, N., (2010). OER Dossier: Open Educational Resources & Higher Education. Creative Commons South Africa

Kanwar, A., Uvalić-Trumbić, S., & Butcher N., (2011). A Basic Guide to OER. Commonwealth of Learning, UNESCO

Online Resources

Guideline for OER in Higher Education

<http://unesdoc.unesco.org/images/0021/002136/213605E.pdf>

OER Handbook for Educators

http://wikieducator.org/OER_Handbook/educator

Open Educational Resource: The value of reuse in higher education

<http://www.jisc.ac.uk/media/documents/programmes/elearning/oer/OERTheValueOfReuseInHigherEducation.pdf>


UNIT 6

Plan a Training Programme

Task 6.1 Reflection

List down three aspects that are important to be considered when planning an effective training programme.

Learning Outcomes

At the end of this unit, you should be able to

- i. describe the process flow of planning a training programme;
- ii. undertake need analysis for the training programme; and
- iii. plan appropriate training based on the needs analysis.

6.1 Needs Assessment & Analysis

Training comprises teaching and learning activities conducted with the aim of imparting required knowledge, skills, and attitudes so that the performance of the trainees can be further improved and meet the required standards set forth by an organisation. The ultimate aim of the training is to reduce or eliminate the gap between the actual performance of the employees vis-a-vis the performance outputs set forth by the organisation. The improved performance in employees leads to the enhanced overall performance of an organisation, and at the same time, it leads to cost-effectiveness for the organisation in achieving desired outputs.

Task 6.2 Q & A

In what way is training useful to individuals, organisations, and communities? List down your comments and discuss them with others.

You will find that training is useful in the following areas:

- | | |
|--------------|---|
| Individual | : Will improve knowledge, skills, interpersonal skills, confidence, and attitudes |
| Organisation | : Will meet the expectations and standards set forth by the organisation |
| Community | : Will provide quality service to the community |

Now, let us examine the steps required when one intends to develop a training programme. There are a number of important steps which need to be undertaken in a sequence when developing such a training programme. These steps are shown in the following figure and table.



Step	Phase	Activity
1	Planning	Analysis of needs and goals
2	Design & Development	Design of a framework to meet the training needs and goals
3	Delivery	Implementation of the training programme and relevant activities
4	Evaluation	Assessment of the value of the training and activities
5	Follow-up	Ensuring the transfer of skills and knowledge to practice

In this unit, we shall cover only Step 1 of the training process. This involves the analysis of the needs and goals of the training programme. The other steps of the training process will be covered in subsequent units. In this section, we shall look at training needs, techniques used in training needs assessment and the analysis of training needs. Before conducting a training programme, the first step is to analyse the training needs. Now, the question is what these training needs are. Training needs are the requirements required to eliminate the gap that exists between the current level of knowledge, skills, attitudes, and abilities and the desired level of these attributes. The elimination of this gap ensures that the staff has the required knowledge, skills, attitudes, and ability to perform at the expected level.

Task 6.3 Q & A

Why do we need to determine the training needs before conducting a training programme?

You will see that training needs are important in order that the following activities can be undertaken effectively:

- To design and implement a training programme that eliminates the gap between the current and desired levels of knowledge and skills
- To ensure that effective and appropriate training is being provided
- To ensure that the correct knowledge and skills will be emphasised during the training so that the training goals are met
- The organisation will achieve the maximum benefit and goals set forth
- Cost-effectiveness is achieved

Many techniques are involved when undertaking the assessment of training needs. They include the following:

- i. Interviews
- ii. Observations
- iii. Questionnaires
- iv. Focus group discussions
- v. Presence of key informants
- vi. Performance appraisals

The following table describes assessment techniques of training needs.

Technique	Description
Interviews	Verbal interaction between two individuals is important. During the interviews, the level of knowledge and skills can be determined and noted. The interviews can be conducted via face-to-face meetings or via telephone.
Observations	The trainer observes the trainees as they undertake a particular task in order to determine their level of knowledge and skills.
Questionnaires	Questionnaires consist of sets of questions with choices which will indicate a scale of competencies and levels of knowledge. The questionnaires can be administered via the post or online. The analysis allows the levels of knowledge and skills of the trainees to be determined.
Focus group discussions	These discussions involve groups of people and are moderated by facilitators for specific and guided topics of discussion. The topics discussed are designed to probe the levels of knowledge and skills of the members in each group.
Presence of key Informants	A key informant is the key figure in a group who has the information regarding the needs of the group. The information gathered from informants allows the levels of knowledge and skills to be determined.
Performance appraisals	The matrix of a standard of performance is developed and the trainees' performances are evaluated against the standard. The gap between the standard and their performance indicates the needs of the trainees.

Task 6.4 Compare & Contrast

Think for about 10 minutes to reflect on the advantages and disadvantage of each of the techniques for assessment of the training needs. List down the advantages and disadvantages. What are the most appropriate techniques that can be used to assess the training need at your institution? Provide reasons for your answers.

Task 6.5 Group Discussion

In groups, discuss what are the aspects that the training needs are addressing. Remember that we need to determine the gap between the current knowledge and skills than that of the desired one.

In e-learning training, the aspect that you need to know is your potential trainees current level of knowledge of pedagogies and ICT skills. Once you have estimated this level, you will be able to determine the gap existing between the current and desired levels. Appropriate training goals and objectives can accordingly be designed and the appropriate training materials can be developed.

Now, let us look at the training needs analysis. Training needs analysis is a process whereby the results of needs assessment are critically examined; appropriate training can then be designed and developed and the gap in knowledge and skills of the trainees can be addressed in the training programme. After needs analysis is conducted, the following elements and questions related to the training can be answered.

Element	Training question
Objectives and goals	What does the training hope to achieve?
Contents	What are the contents appropriate for the training?
Facilitators and trainers	Who is the person delivering the training?
Methodology	How should the training be conducted?
Time Frames	How long is the training?
Resources	How much does the training cost?
Trainees	Who are the suitable trainees for the training?

Task 6.6 Try It Yourself

Undertake a need analysis using an online questionnaire and complete the table below:

Elements	Training questions	Training answers
Objectives and Goals	What does the training hope to achieve?	
Contents	What are the contents appropriate for the training?	
Facilitator & Trainer	Who are the people delivering the training?	
Methodology	How should the training be conducted?	
Time Frame	How long is the training?	
Resources	How much does the training cost?	
Trainees	Who are the suitable trainees for the training?	

6.2 Developing Training Goals & Objectives

Developing training objectives and goals is the next step after the completion of training needs analyses. The development of the training objectives and goals is imperative and these training objectives and goals must be carefully constructed so that they can fulfil training needs and eliminate the gap that exists between the current level of knowledge and skills and the desired level. A 'training goal' is the expression used to indicate the aims or desired outcomes of a training programme whereas a 'training

objective' refers to the change of the behaviour emanating from the training. Learning goals and objectives should be written in action words consisting of what the trainees should know and what they should be able to do after the completion of the training session.

Action words are words that indicate the actions that are measurable and observable. Words such as 'define', 'calculate', 'explain', and 'discuss' are some action words that are normally used in developing training goals and objectives. Words which indicate actions that are not measurable or observable, such as 'understand', 'know', and 'comprehend' are not action words and are not suitable for use in the development of the goals and objectives of the training.

Examples of training goals and objectives are as follows:

1. At the end of this training session, you should be able to
 - i. Define e-learning and
 - ii. List the e-learning tools that can be used for contents development.
2. At the end of this training session, you should be able to
 - i. Identify e-learning assessment tools and
 - ii. Describe the process of needs analysis.

Task 6.7 Compare Notes

Using the class Wallwisher sticky notes board, write down a few training goals and objectives. Compare and contrast with the training goals and objectives of other trainees.

6.3 Constructive Alignment

Constructive alignment is a training design that attempts to align learning activities (and assessments) with stated training goals and objectives. This is to ensure that training activities are synchronised with training activities and that the objectives of a training programme can be achieved successfully.

This system is based on two principles. They are:

- i. Constructivism in learning
- ii. Alignment in teaching

The principles are based on the premise that the new knowledge and skills are constructed by student learning activities which are directly dependent on the approach of the learning process. They are not transmitted via direct instruction by the instructor/teacher.

Task 6.8 Reflection

Take about 10 minutes to find out some information about constructive alignment. List down the critical components that need to be considered for constructive alignment. How can you incorporate these critical components in planning your training programme?

6.4 Planning an Appropriate Training Programme

Once an analysis of the needs assessment has been conducted, you are now in the position to plan the appropriate e-learning training programme. Remember that a comprehensive training plan should have the following elements:

- i. Training objectives and goals
- ii. Training materials
- iii. Facilitators and trainers
- iv. Methodology
- v. Time frames
- vi. Resources
- vii. Trainees

All the elements will be covered in detail in the subsequent unit. In this unit, only the outline of each of the elements is provided.

Task 6.9 Group Presentation

Working in groups, outline a plan of training taking into account all the elements required in the training. Present your training outline to others.

6.5 Samples of Training Programmes

Share your experiences in the training programmes you have attended before. If possible, recall the strengths and weaknesses of the elements of the training they have just obtained.

Task 6.10 Experience Sharing

In groups, reflect and discuss your experiences attending a training programme related to teaching and learning. List down the strength and weakness of the programme you have attended and how the programme could be further improved.

6.6 End of Unit Assessment

Design and develop an instrument for the assessment of the needs analysis of a training programme that you are going to undertake at your institution. Distribute the instrument and gather and analyse the data. Write a short report on the needs analysis and construct the training objectives, taking into consideration the concept of constructive alignment. Submit a short report for the assessment.

6.7 Summary

This unit has explored the many aspects related to planning an effective training programme. These include approaches in undertaking need assessment and analysis and developing training goals and objectives. You have also been introduced to the concept of constructive alignment. In addition, techniques in planning appropriate training programmes are highlighted.

6.8 Additional Reading & Online Resources

Books

- Bray, T. (2006). Training Design Manual: The Complete Guide to Creating Effective and Successful Training Program. Kogan Page.
- McArdle, G & Schneider, S (1993). Delivering Effective training Sessions: Techniques for Productivity. Course Technology Crisp.
- Sission, GR. (2001). Hands-On Training: A Simple and Effective Method for On-the-Job Training. Berrett-Koehler Publishers.

Online Resources

Planning the Training Session

<http://www.slideshare.net/bldsinfo/it/planning-the-training-session-4842808>

Planning & Implementing Training

http://www.worlded.org/docs/Publications/training/planning_and_implementing_training_community_handbook.pdf

Planning a Successful Training Program

<http://writing.colostate.edu/guides/teaching/pcteacher/pop2a.cfm>

Planning a Training Session

http://www.netball.asn.au/uploads/res/1_23339.pdf

UNIT 7

Designing, Developing & Delivering of a Training Programme

Task 7.1 Reflection

Now that you know how to plan a training programme, your next task is to design, develop, and deliver the training programme. There are many aspects related to the design, development, and delivery of a training programme. Can you list down some of them?

Learning Outcomes

At the end of this unit, you should be able to

- i. determine and identify the contents of a training programme;
- ii. select the appropriate training methods;
- iii. identify the suitable training/instructional aids for a training programme;
- iv. deliver the knowledge and skills in ways that meet the intended training objectives; and
- v. undertake the evaluation and following of a training programme.

7.1 Contents of a Training Programme

What are the contents of a training programme? The contents of a training are the information and skills required to be imparted to the trainees so that they acquire the desired and expected knowledge and skills as stipulated in the training objectives.

When delivering the contents of a training programme, the first step is to choose these contents. When choosing or selecting the topics to be covered in the contents, it is imperative that the trainees focus on those that are appropriate and reflect the training objectives. In this way, the training outcomes can meet the training needs as determined in the needs analysis.

However, there is extensive information which is available for inclusion in a training programme. How do we select the most appropriate topics that address the training objectives? To do this, we need to prioritise the information.

Task 7.2 Q & A

There is immense information available that can be used for any training programme. How do you prioritise this information so that only the most critical ones that meet the training objectives are being selected and used in the delivery of a training programme?

Actually, prioritising the information involves the following aspects:

- i. Need to know
- ii. Good to know
- iii. Nice to know

The contents under the category 'need to know' are critical to meeting the learning objectives. They must be included in the training delivery and have to be mastered by the trainees.

The contents under the category 'good to know' are not critical and act as a support to the critical contents. They can be delivered if and when time permits.

The contents under the category 'nice to know' are not relevant to the training and can be delivered as optional information to the trainees.

Once you have the contents or training material for the training, the next thing to do is to sequence the contents or training materials. What is the sequencing of topics? The sequencing of topics is a process whereby the contents to be delivered in a training programme are organised in a logical order. It is important to do the sequencing because this creates and results in a systematic learning experience for the trainees.

Let us see how the sequencing of topics can be achieved. The following table suggests some associated activities related to the sequencing of topics:

Step	Activity	Description
1	Elucidate the trainees' current knowledge and skills	It is important to gauge the trainees' current knowledge and skills regarding the topics to be delivered before the training commences. This can be done via a question-and-answer session, a simple quiz, etc.
2	Connect the new material to the trainees' previous knowledge	Deliver the new knowledge and skills and connect these new materials to the trainees' previous knowledge. This can be done via sessions where a lecturer/trainer works with questions and answers, role play, etc.
3	Practice	During this step, the trainees are required to put new skills and knowledge into practice. The activities involved are hands-on activities, case studies, assignments, etc.
4	Reflection	Reflection is the process during which the trainers can gauge what the trainees have learned. The activities involved are assignments, real-life scenarios, etc.
5	Application	During this activity, trainees can make abstractions on what they have learned. The activities involve group assignments, writing tasks, etc.

Task 7.3 Group Work

Working in groups, select a topic of a training programme and list down the titles of the contents in a sequence with appropriate activities in a logical order. Present your findings and let the others comment on them.

7.2 Training Methods

After conducting the needs analysis, you will be aware of the gap that exists between your potential trainees' current knowledge and skills and the knowledge and skills that they should acquire. To eliminate this gap, it is imperative that you make the right choice regarding the appropriate training methods to be utilised.

Task 7.4 Q & A

What are the factors you need to consider when selecting the appropriate training methods for your training? List down the feedback received and prioritise them.

You will discover that the following are the main factors that have to be considered when selecting training methods:

- i. Training objectives – developing skills, changing attitudes, increasing knowledge
- ii. Available resources – trainers, training materials, facilities
- iii. Time – duration of training
- iv. Number of trainers – small or big classes

By this time, you will be aware that the appropriate training methods to be used will depend on many factors. Hence, you should be familiar with these different types of training methods so that you can use them appropriately in your training programmes.

Task 7.5 Reflection

Recall the training programmes that you have attended over the last few years. List down the types of training methods that they have exposed you to. Compare this list with your friends and add as many training methods as possible into your existing list.

By this time, will be realise that there are many training methods that can be used in the training programme including the following:

- i. One-way lecture
- ii. Questions and answers
- iii. Brainstorming
- iv. 'Buzz' sessions
- v. Panels
- vi. Role plays

- vii. Group discussions
- viii. Case studies
- ix. Field trips
- x. Scenario-based sessions

Task 7.6 Matching Training Methods

Select (put a tick) the appropriate training methods according to training objectives, available resource, and time and class size.

	Build skills	Enhance knowledge	Change attitude	Short duration	Long duration	Small group	Big group
One-way lecture							
Q& A							
Brainstorming							
Buzz session							
Panel							
Role Play							
Group discussion							
Case study							
Field work							
Scenario-based							

7.3 Training/Instructional Aids

For any training programme to be conducted effectively, the training must be supported by appropriate training/instructional aids. What are these training/instructional aids? Training and instructional aids are training materials that are needed to support the training method utilised by the trainers. The materials can be in multimedia formats, visual, or audio. Why do we need these aids? These materials are needed for the following reasons:

- i. The trainees can see the materials which will help the trainers to get the message across.
- ii. They enhance learning.
- iii. They make issues more vivid for learners.
- iv. They enhance the interest of the trainees.
- v. They help the trainers to remember the various steps of the teaching process.

Task 7.7 Q & A

What are the training/instructional aids that can help you in delivering your training content effectively? How do you normally select these aids?

You will realise by now that training/instructional aids may include multimedia materials such as videos from YouTube, TV programmes, films, charts, white boards, etc. You should select what to use based on the following criteria:

- i. Their compatibility with the training method
- ii. Being readily available
- iii. The trainer is comfortable with them
- iv. Appealing presentations
- v. They generate the trainees' interest

7.4 Delivery

Delivery is a very important process, as you need to manage the training effectively so that the trainees that you train acquire the necessary knowledge and skills as required, thus achieving the training objectives. You need to guide the trainees to undertake the training activities and you must use the necessary communicative skills to deliver the training effectively.

One of the important aspects of effective training is initially to create a conducive climate or environment for training. If the climate is not conducive, the training itself will not meet the standards or expectations of what constitute a good and effective training delivery. As such, it is advisable to start the training by setting a conducive climate for training. How would you create a climate/environment that is conducive for training?

The following are among the techniques of creating a conducive environment for training:

- i. Using an ice breaker. This is to allow each of the participants to introduce himself or herself and express what they expect from the training.
- ii. Let the trainees interact freely with each other as the training progresses. This can be achieved by using extensive group-based work and discussions.
- iii. Respect the opinions of the trainees. Acknowledge their opinions and give them credit whenever possible.
- iv. Provide feedback to the questions posed by the trainees.
- v. Make the sessions interactive with a great number of questions and answers
- vi. Use numerous training aids, such as videos/multimedia materials to make the sessions enjoyable and interesting

The effective transfer of training depends greatly on the qualities of the trainer. For instance, the trainer must have a passion and be enthusiastic about the training; he/she should have mastery of the training contents and must possess the necessary communicative skills so that he/she can remove any mental issues the trainees may have.

An effective trainer must also be able to erase any negative perceptions present in trainees and impart new knowledge and skills to them, inculcating and developing a new and positive set of attitudes among them.

Task 7.8 Individual Work

Compare the characteristics of an effective trainer and ineffective trainer by filling up the comparison table below:

Effective trainer	Ineffective trainer

By now, you have probably realised that there are basically many characteristics and qualities that make trainers effective and exceptional. In general, these characteristics and qualities may be grouped under the following categories:

- i. Character
- ii. Command of the subject
- iii. Communication skills
- iv. Contact
- v. Clarity
- vi. Charisma

Apart from possessing the necessary characteristics and qualities, an effective trainer has to be sensitive to certain issues characteristic of adult trainees and their learning style. To take care of issue related to adult trainees, the trainer needs to understand and apply the principles of adult learning when delivering his/her training. The following has to be kept in mind:

- i. Recognise the training needs of the trainees.
- ii. Help them to set their personal training objectives.
- iii. Incorporate their past experiences and expertise into the training.
- iv. Use experiential and interactive training techniques.
- v. Create as much practice opportunities in the training sessions as possible.
- vi. Relate the knowledge and skills learned in the training sessions to their jobs.

You also need to acknowledge that each of your potential trainees has his/her own learning styles and preferences. As such, you need to understand how these diverse cultural backgrounds can impact learning styles and preferences. In this case, you need to use appropriate training strategies that address a variety of learning styles and preferences and take into consideration diverse cultural backgrounds.

7.5 Evaluation

Evaluation is the process undertaken to determine the extent that the training already delivered is successful in achieving the desired goals and objectives and in eliminating the training gap identified during the needs analysis. The evaluation involves the gathering of information from the trainees' responses and analysing them against the set of standards and values as stipulated by the training goals and objectives.

The data obtained must be incorporated into the training report, which is required to be submitted to the senior administrators of the institution after the conclusion of the training. How do we evaluate

the training? Basically, we need to know what is to be evaluated, when the evaluation is carried out, and how it will be conducted.

Task 7.9 Information Seeking

Working in groups, discuss and seek information regarding:

- i. What is to be evaluated?
- ii. When does the evaluation need to be carried out?
- iii. How is the evaluation carried out?

Present your findings to the class and let the others comment on your group presentation.

7.6 Post-Training Follow-Up

After the training has been concluded, it is important that you undertake a post-training follow-up. What is post-training follow-up and why is it important? Post-training follow-up is a process whereby the trainer assists the trainees at the workplace to transfer the knowledge and skills learned during the training process, thus enabling them to apply them. This will result in improvement in the quality of their work and services; they can then be on par with the desired performances and behavioural stipulations.

At the same time, the post-training helps to ensure that the gap as identified in the needs analysis can be eliminated successfully. Without the post-training follow-up, the trainees would find it difficult to transfer and apply the knowledge and skills learned into meaningful action at their workplace.

Task 7.10 Q & A

Working in groups, find some information on how a post-training follow-up can be conducted. Present the techniques required to undertake the post-training follow-up to the class.

Generally, a post-training follow-up should consist of the following:

i. Plan of action

The trainees need to develop a plan of action following consultation with the trainer.

ii. A mentoring system

This acts as a site support from experts at the trainees' institution.

iii. Support supervision

Trainers observe the trainees as they undergo the training and provide suggestions and comments to enhance their knowledge and skills.

iv. Study groups

The trainees meet regularly to enhance their knowledge and skills.

v. Peer observation

The trainees observe each other at their institution and raise relevant issues in discussions.

vi. Booster sessions

The trainer re-groups the trainees after a few months for the purpose of reinforcing their skills and knowledge.

7.7 End of Unit Assessment

Write a short essay on the techniques that you should use if you desire to become a good and effective trainer. Keep in mind that these proposed techniques should take into consideration the variety of learning styles the trainees may have, different levels in their ICT skills as well as their diverse ethnic and cultural backgrounds.

7.8 Summary

This unit has presented the design, development, and delivery of a training programme. These include the design of the training materials, aspects of the training methods as well as the training aids suitable for the training. The aspects of delivery, evaluation, and post-training follow-up are also presented.

7.9 Additional Reading & Online Resources

Books

- McArdle, G & Schneider, S (1993). *Delivering Effective training Sessions: Techniques for Productivity*. Course Technology Crisp.
- Piskurich, GM, Beckschi, P & Hall B. (2000). *ASTD Handbook, of Training Design and Delivery: A Comprehensive Guide to Creating and Delivering Training Programs-Instructor Led, Computer-Based, or elf-Directed*. MacGraw Hill Professional Publishing.
- Sission, GR. (2001). *Hands-On Training: A Simple and Effective Method for On-the-Job Training*. Berrett-Koehler Publishers.
- Van Daele CA, Paris, J & Mapson, R. (1996). *50 One-Minute Tips for Trainers: A Quick and Easy Guide*. Course Technology Crisp.

Online Resources

Characteristics of Good Trainers

<http://www.mensxp.com/work-life/life-at-the-office/572-characteristics-of-good-trainers.html>

Discover the 7 Hidden Qualities of an Exceptional Trainer

<http://www.scribd.com/doc/4203676/Discover-The-7-Hidden-Qualities-Of-An-Exceptional-trainer>

The Seven Characteristics of Good Leader

<http://www.edutopia.org/blog/successful-school-leadership-social-emotional-learning-maurice-elias>

UNIT 8

Conducting a Mock Training Session

Task 8.1 Experience Sharing

What are some of the presenting, facilitating, and processing skills vital in a training session? Share your experience with others.

Learning Outcomes

At the end of this unit, you should be able to

- i. use some facilitating skills during training;
- ii. use some processing skills during training;
- iii. use some presentation skills during training; and
- iv. conduct a mock training programme effectively.

8.1 What is a Mock Training?

A mock training session is a *simulation* of the real training in an actual setting and environment. The objectives of the mock training session are to create a simulated training environment for the purpose of assessment by peers and trainers. The assessment will allow for the identification of weak parameters in the delivery so that further improvements and refinement can be undertaken.

Task 8.2 Video Reflection

Watch the following video on a mock training session. Working in groups, discuss the significance and importance of the mock training session in relation to an actual training programme.



<http://www.youtube.com/watch?v=qFVwM3D3Kr0>

There are three fundamental skills associated with mock training. They are:

- i. Facilitating skills
- ii. Processing skills
- iii. Presentation skills

8.2 Facilitating Skills

Facilitating skills are the skills of a facilitator who can help/supervise a group of trainees to understand their common objectives and assist them to achieve those objectives without taking any particular position in the ensuing discussion. The process of facilitating should result in the full participation of the trainees. Each one of them is encouraged to speak up and share his/her thoughts and ideas. Facilitating skills also include the skills on the part of the facilitator to support the trainees to do their best in the thinking process. This will promote mutual understanding as the thoughts and ideas are raised and shared in the discussion; this will also indirectly cultivate shared responsibility. In this way, the facilitator enables the trainees to search for inclusive solutions and build on sustainable agreements. Good and effective facilitating skills need to be learned; regular practice is also beneficial. The more practice the trainees undertake, the better will be the facilitating skills acquired by them.

Task 8.3 Video Reflection

View the following video that shows a facilitating process in progress.



<http://www.youtube.com/watch?v=HckGf2NMp7s>

After watching the video, what do you think the characteristics of a good and effective facilitator are? List down these characteristics and discuss them in the class.

To become good and effective facilitators, they must have, among others, the following characteristics:

- i. Be able to intervene in a discussion in a way that adds to the group's creativity rather than taking away from it
- ii. Be capable of calculating respect for others and being aware of the many learning preferences that exist among them

- iii. In the event that a consensus cannot be reached, be able to assist the group in understanding the differences that divide the members
- iv. Be able to understand the group process and dynamics and successfully address the inequalities that may exist within the group dynamics
- v. Understand who is dominating in the group and be able to control any situation that may arise
- vi. Be able to use participatory activities and engage the whole group in activities and discussions
- vii. Be able to recognise trainees who may become bored and be able to draw them into discussions
- viii. Be able to help the participants to be comfortable with each other
- ix. Be able to boost the energy levels of the trainees and create an enjoyable and interesting training environment

To facilitate training effectively, a great amount of practice is required. Hence, it is also a good idea that you try build up a repertoire of the techniques suitable for specific activities so that you can select from these techniques when required. In this way, a specific technique is deployed for a specific learning objective and consequently, a joyful and meaningful training environment can be created with the participants being able to acquire the knowledge and skills as intended by the training objectives.

8.3 Processing Skills

Processing skills are the processes involved when undertaking training activities such as interacting, discussing, thinking, reflecting, disagreeing, and contemplating.

There are four aspects of processing skills, namely,

- i. Ice breakers
- ii. Energisers
- iii. Forming groups
- iv. Dealing with frustrated trainees

Ice breakers

Ice breakers are essential for the following:

- i. Creating a conducive and dynamic group atmosphere
- ii. Eliminating tension and anxiety
- iii. Breaking down social barriers
- iv. Motivating the trainees
- v. Helping the trainees to establish a rapport among themselves

Task 8.4 Experience Sharing

In small groups, identify an activity suitable as an ice breaker to be used within your group. List as many ice breaker activities as possible and comment on their strengths and weaknesses.

Energisers

There are occasions during a training session when the energy of the trainees looks low and they are not responsive to the presentation and delivery being carried out by the trainer. This is especially so during extended training sessions and those being conducted immediately after lunch and other breaks.

Task 8.5 Q & A

How can energy be brought back into a session especially the afternoon session immediately after lunch when trainees are normally tired and still digesting their food? Write down all these suggestions for your own reference latter.

You will find that among the activities that can restore energy to the class, the following will be effective:

- Create jokes and make the trainees laugh.
- Show them videos with entertaining music to bring them back on track.
- Utilise more activity-based training such as hands-on work or group discussions rather than a direct presentation method.

Forming groups

Forming small groups from a big group of trainees is essential so that the training is more manageable. Small groups are very effective for discussions and brainstorming. Appoint a leader for each of the smaller groups who will lead the facilitation, a note-taker who is responsible for taking notes and important points of discussion as well as a presenter who will present the eventual results of discussion on behalf of each small group.

The group members will foster social bonding among themselves and all members will work together to achieve the group objectives. How are the small groups formed? The groups may be formed in many ways but it is important that there is an equal distribution of genders, ages, social, ethnic, cultural as well as academic backgrounds.

Dealing with frustrated trainees

There are occasions when a trainee encounters frustration during training. This normally occurs when the needs and expectations of these trainees are not met or satisfied. In such situations, the trainees may display frustrated behaviour such as being bored, disruptive, argumentative, missing sessions, day dreaming, and not being attentive. In these instances, you need to examine the training situation and, where possible, try to correct the source of frustration.

Task 8.6 Group Discussion

In small groups, discuss possible ways to provide solutions to assist trainees with frustrated behaviour. Fill in the blanks below.

Frustrated behaviour	Suggested remedy
Argumentative	_____ _____ _____
Disruptive	_____ _____ _____
Apathetic	_____ _____ _____
Low morale	_____ _____ _____
Careless	_____ _____ _____

8.4 Presentation Skills

In the context of training, presentation skills can be defined as the practice of showing and explaining specific contents to trainees with the aims of imparting knowledge and skills. An effective presentation results in a clear, engaging, and memorable session for the trainees, and they are able to absorb and acquire the knowledge and skills being delivered.

Task 8.7 Video Reflection

Watch the following video on effective training and discuss the characteristics of good presenters.



<http://www.youtube.com/watch?v=gOwQUd8qkMM>.

The following are some characteristics of effective and good presenters:

i. Using lesson notes when presenting

Lesson notes are the blueprint of instruction and each set consists of the title of a presentation, learning outcomes, instructional aids and materials, the content outline, instructional reminders, reviews, etc. In this way, a lesson plan helps the presenter to ensure that all the essential lesson contents are included and that the presentation is well arranged in a sequential manner.

ii. Using the right pitch, volume, and speech rate with proper articulation and projection of the voice during presentations

The right vocal techniques are essential for effective presentations. Use the right pitch that sounds comfortable to the trainees with loudness and softness of the voice being in accordance with the space of venues and the number of trainees. The rate of speaking must also be varied depending on the difficulty and significance of materials and pauses must be made accordingly to provide opportunity for the trainees to comprehend what is being imparted.

The words used in phrases and sentences should be articulated and pronounced correctly. An effective presentation also requires the projection of a strong voice whenever necessary; this voice must reach out to the trainees so that each of them is able to grasp what is being said clearly.

Task 8.8 Group Presentation

In small groups, discuss ways on how to use the right pitch, volume, speech rate as well as the right articulation when projecting voices. Prepare short presentations and get a group member/representative to present these to the class.

iii. Using eye contact and right body gestures

The use of various appropriate body movements will convey non-verbal messages to the class and, at the same time, will direct the trainees' attention to a thought, concept, or skill. However, all bodily movements should be natural as far as possible.

iv. Projecting credibility

The credibility aspects, such as sincerity, self-confidence, and rapport, must be appropriately displayed, exhibited, and projected to reflect a high level of professionalism. The trainer's credibility and self-confidence correlate with the productivity of the training programme, while good rapport will affect the attitudes and job behaviour of the trainees, which will be reflected later as they return to their work environment.

Task 8.9 Q & A

What are effective ways of developing good rapport between a trainer and trainees? List all the suggestions on the class wallwisher for everyone to see.

You will discover that some of the ways to develop good rapport are as follows:

- i. Be generous with praise
- ii. Recognise individual contributions
- iii. Use the breaks to socialise with everyone

v. Expressing contents, ideas, and thoughts clearly

Expressing contents, ideas, and thoughts clearly is important for good and effective presentations.

Task 8.10 Group Presentation

In small groups, discuss ways on how to express contents, ideas, and thoughts clearly. List down all the suggestions put forward by the groups. Summarise the techniques. Pick a topic each to present to the class. Let the others comment.

You may find that some of the effective techniques are the following:

- i. Must understand all the relevant terms
- ii. Use readily recognised words, phrases, and sentences
- iii. Define technical terms
- iv. Do not assume acronyms are understood by all the trainees
- v. Use short sentences as a way to emphasise points
- vi. Eliminate the use of unnecessary words and phrases
- vii. Be specific and not vague.

vi. Asking questions

Questions provide opportunities for the trainees to get detailed and more clarified information from the trainers. They permit interaction and facilitate the learning process. Questioning and feedback also allow the trainees to share learning experiences with their peers and trainers. Directing questions individually to particular trainees allows for individualised attention to be given.

Task 8.11 Group Presentation

In small groups, discuss ways on how to ask questions correctly. List all the suggestions put forward by the groups. Pick a topic each to present to the class using the correct ways of asking questions. Let the others comment.

You may find that some useful techniques include the following:

- i. Direct a question in a decided direction, either to an individual or to an entire group.
- ii. Phrase the question clearly and concisely.
- iii. Allow time for the trainees to comprehend the question.
- iv. Provide assessment to each response in a way that reflects value of the response.
- v. Provide positive remarks and acknowledge and praise each response.

What are the different types of questions we can posed during a training session? There are basically six types of questions:

- i. Open questions
- ii. Leading questions
- iii. Reflective questions
- iv. Closed questions
- v. Loaded questions
- vi. Focused questions

Task 8.12 Individual Work

Please insert sample questions in the blanks provided below.

Type of question	Function	Sample question
Open	Encouraging two-way communication	1. _____ 2. _____
Closed	Checking the level of understanding and narrowing down opinion	1. _____ 2. _____
Leading	Indicating a response that the trainer wants or expects to hear	1. _____ 2. _____
Loaded	Biased and intended to bring unfair pressure to bear on the respondent to answer in a particular manner	1. _____ 2. _____

vii. Responding positively to questions from trainees

Responding to questions correctly is imperative so as to reflect the mastery of the contents and professionalism, to create an atmosphere of respect, and to establish good rapport between the trainer and the trainees.

Basically, you need to

- i. Let the trainees ask questions completely without interruption.
- ii. Repeat the questions to the whole class/group so that everyone in the class can hear them and can get involved in ensuing discussions.
- iii. Respond truthfully and relate the response to the learning materials where possible. Use instructional aids whenever necessary.

However, there are instances and situations where you cannot answer the questions posed by the trainees or the questions posed by the trainees are outside the scope of the training.

Task 8.13 Individual Work

Please Insert Sample Technique in the Blanks Provided Below

Nature of question	Technique in answering the question	Possible answer
Question where the answer is not within the scope of the training	_____ _____ _____	Offer to find out. Keep the promise. Relate the information to the class.
Question where the answer is of interest to the trainer but not relevant to the training	_____ _____ _____	Inform the class the source/s of the information. However, remind them that the information is outside the scope of this training.
Question where there is no answer (no information available)	_____ _____ _____	Inform the trainees that there is no answer to the question. The facts are not available. May use these questions as a topic of further discussion.
Question where the topic is not related to the topic of the training	_____ _____ _____	Inform the class that the question is outside the scope of the training. Offer to find out the information.

8.5 Presenting the Mock Training Session

Are you ready now to participate in mock training session?

Task 8.14 Mock Presentation

Prepare for a 30-minute mock presentation to the whole group. You should utilise most of the techniques already learned in this unit. When someone is giving his/her presentation, please observe and note down his/her strengths and the weaknesses. At the end of each presentation, discuss the strengths and weaknesses with the aim of improving and enhancing the quality of the presentation.

8.6 End of Unit Assessment

Select a topic for a mock presentation. Prepare the materials for your presentation. Present it to your peers (record the presentation). Submit the recorded video presentation for assessment.

8.7 Summary

This unit has explored the knowledge and skills necessary for you to undertake a mock training session. They include facilitating, processing and presentation skills so that you are able to deliver the actual training with confidence and meet the training goals and objectives.

8.8 Additional Reading & Online Resources

Books

- Bray, T. (2006). *Training Design Manual: The Complete Guide to Creating Effective and Successful Training Program*. Kogan Page.
- McArdle, G & Schneider, S (1993). *Delivering Effective training Sessions: Techniques for Productivity*. Course Technology Crisp.
- Piskurich, GM, Beckschi, P & Hall B. (2000). *ASTD Handbook, of Training Design and Delivery: A Comprehensive Guide to Creating and Delivering Training Programs-Instructor Led, Computer-Based, or Self-Directed*. MacGraw Hill Professional Publishing.
- Sission, GR. (2001). *Hands-On Training: A Simple and Effective Method for On-the-Job Training*. Berrett-Koehler Publishers.
- Van Daele CA, Paris, J & Mapson, R. (1996). *50 One-Minute Tips for Trainers: A Quick and Easy Guide*. Course Technology Crisp.
- Zaccarelli, H & Hayes, DK. (1988). *Training Managers to Train: A Practical Guide to Improving Employee Performance*. Course Technology Crisp.

Online Resources

Advanced Presentation Skills

<http://www.slideshare.net/ccstraining/advanced-presentation-skillsn1-2>

Basic Instructor Training

<http://www.tlcsem.com/borganize.htm>

Presentation Skills

<http://www.slideshare.net/loayq/presentations-skills>

Train the Trainers

<http://www.slideshare.net/eastleaf/train-the-trainer-training>

UNIT 9

Conducting an Actual Training Programme

Task 9.1 Experience Sharing

Have you conducted an e-learning training session at your institution? Was it successful? What are some of the challenges you face in conducting the session? Share these with others.

Learning Outcomes

At the end of this unit, you should be able to

- i. conduct an actual training programme;
- ii. undertake the evaluation of the training based on Kirkpatrick's Four-Level Evaluation Model; and
- iii. write a training report.

9.1 Conducting an Actual Training Programme

What are the necessary steps needed to structure your training sessions so that they are effective and, at the same time, capable of creating a learning environment that is lasting and memorable to the trainees that they are in turn training? There are many ways to structure a presentation, but most of them consist of some of the following elements:

- i. Put the participants at ease.
- ii. Use ice breakers.
- iii. Use a variety of training methods appropriate for the training objectives.
- iv. Involve the participants in discussions.
- v. Use a variety of media materials.
- vi. Use appropriate training aids.

i. Putting the participants at ease prior to the presentations of the trainees

How does a trainer put the trainees/participants at ease before he/she conducts an actual training programme? There are many ways of putting the participants at ease before the commencement of the programme.

Task 9.2 Q & A

How to put your trainees/participants at ease?

You should observe the following when trying to put their participants of a training programme at ease:

- i. Greet the participants in a friendly manner.
- ii. Eliminate the tendency to overwhelm them with your expertise.
- iii.
- iv. Talk to the participants about their experiences and the skills and knowledge that they can acquire subsequently.
- v. Stimulate their interest by relating the importance of the new skills and knowledge to be acquired to their job or workplace requirements.
- vi. Remove fears about learning new skills and acquiring further knowledge.

ii. Ice breakers

You have already practised various activities of using ice breakers in the previous unit. Utilise the ice breaker activities so that the participants can get involved and participate in them. In this way, you will get the participants to know each other and break any tension that may exist among them.

iii. Use a variety of training methods

Training methods need to be varied so as to create a conducive learning environment. Apart from lectures and presentations, questions and answers and group discussions, there are many other training methods that you can utilise. Examples are,

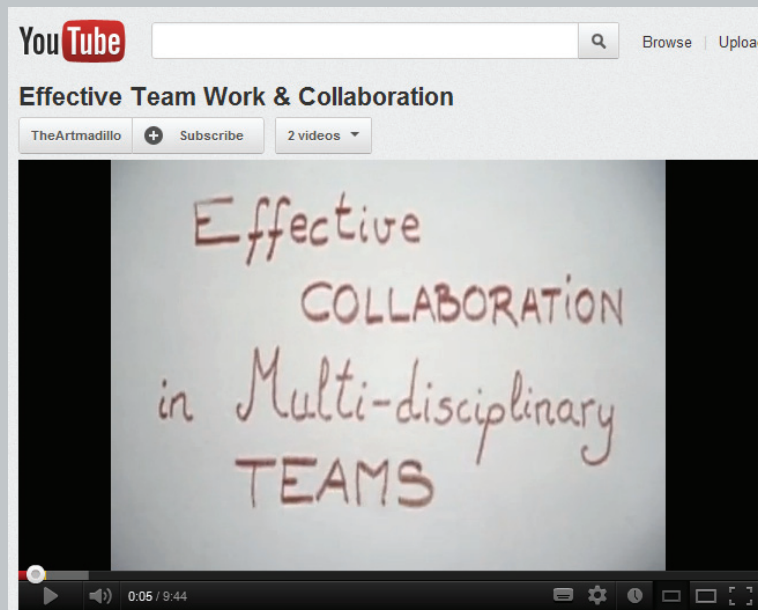
- i. Role plays
- ii. Hands-on activities
- iii. Problem solving in groups
- iv. Field trips
- v. Projects or independent research
- vi. Seminars

iv. Involve the participants

The involvement of the participants in discussions is very important as participation in discussions is one of the effective teaching and training techniques. But how do you get the participants involved in discussions in an effective and constructive manner?

Task 9.3 Video Reflection

View the following YouTube video:



<http://www.youtube.com/watch?v=NsndhCQ5hRY&feature=related>

The video is about getting the participants involved in discussions during a training programme. Take 10 minutes to reflect on ways of encouraging the participants to be involved in discussions.

Actually, there are many ways of getting as much participation as possible from the participants. These include the following:

- i. Let the participants know that their involvement is important in the learning process.
- ii. Ask a variety of questions so that the participants are clear about the intended answers.
- iii. Give credit to the response received from the participants.
- iv. Suggest a review of what has been put forward by the participants.
- v. Pose questions to individuals rather than to the class as a whole.
- vi. Draw points of views from all participants.
- vii. Do not become emotionally involved in discussions, but rather, act as facilitators to promote active involvement.
- viii. Summarise discussions and clear any misconceptions that may arise.

v. Select a variety of training aids

What are training aids? Training aids are the devices used to assist participants to comprehend the training contents being delivered during a training programme. As such, the training aids can be in the form of audio-visual materials (videos, flip charts, films, audio tapes) or handouts, questionnaires, etc. which can enhance and reinforce the understanding of a subject matter among the participants.

Task 9.4 Q & A

What factors should be considered when selecting a training aid? List down all the answers and discuss the relevance of each one of them.

The following are some factors you should consider when selecting training aids:

- i. They should be simple.
- ii. They should be colourful (but not to the extent of distracting the participants from achieving the learning objectives).
- iii. They should be manageable (can be readily presented in accordance to the lesson structures).
- iv. They should be meaningful.
- v. They should be relevant.

9.2 Actual Training Programme

By now, you should be clear about the elements needed to structure an actual training programme so that the training can be delivered in a systematic and effective way. You should put the knowledge and skills you have learned into practice. Undertake the following activity.

Task 9.5 Delivering Actual Training

Organise an actual group of participants at your workplace and deliver the training. Utilise the necessary skills and techniques already learned in this module to create an effective training environment.

9.3 Evaluating an Actual Training Programme

Any form of learning and training has to be continuously evaluated to allow the identification of points of weaknesses or the training parameters which need to be further improved in subsequent training programmes. As such, evaluation makes continuous improvement possible. The evaluation also provides an indication and measurement of the level of fulfilment of the training objectives as well as the extent the training programme delivered meets and conforms to organisational expectations and the impact it has on actual performance. It also provides avenues for deciding whether a training programme should be continued or discontinued. In the evaluation process, many attributes of the training programme have to be evaluated and subsequently improved. What are these attributes?

Task 9.6 Think-Pair-Share

Share your opinions and ideas regarding the attributes that have to be evaluated in the training programme that they have conducted. This evaluation is necessary in order to ensure that subsequent training programmes can be further improved. Record and list all the factors and categorise them.

A number of attributes need to be evaluated in any training programme so that further refinement and improvement in the training process can be carried out. Among them are

Training contents

To what extent have the contents met the needs of the participants?

Trainers

Have the trainees been effective as trainers when delivering the training programmes?

Methods of training

Are the training methods effective in maintaining the interest and motivation of the participants? Are they successful in imparting knowledge and skills to them?

Training aids

Are the training aids being utilised in the training programmes successful in improving the communication and interest of the participants?

9.4 Kirkpatrick's Four-Level Evaluation Model

The classic evaluation model for training programmes is that presented by Kirkpatrick who proposed four levels of evaluation. Using this model, one can determine how effective a training programme is and whether the proposed training goals have been met or otherwise.

Task 9.7 Video Reflection

Sitting in small groups, watch the following video about Kirkpatrick's Four-Level Evaluation.



<http://www.youtube.com/watch?v=oBpI0B5PtaA&feature=related>

Discuss this model in your group. Ask a representative from your group to present your group's understanding of the model. Get comments and feedback from the other group members.

The Kirkpatrick's Four-Level Evaluation Model consists of the following:

Level 1: Reaction

This evaluation looks at participant satisfaction, how they feel and what they think about the training programme in its entirety.

Level 2: Learning

This evaluation looks at how much the participants learn from the training programme or how much learning enhancement has taken place. In other words, how much knowledge have the participants garnered, what skills have they developed or improved upon, and to what level have their attitudes been changed by the training?

Level 3: Behaviour

This evaluation looks at the extent of behaviour and capability improvement and implementation that the trainees have achieved. In other words, the evaluation look at how much desire the participants have for change, how much they know, and whether they want to use their knowledge.

Level 4: Results

This evaluation looks at the impact the training has on organisational output such as increased productivity, work quality, reduced turnovers, or enhanced cost-effectiveness.

Task 9.8 Group Activity

Working in groups, discuss the methods and tools needed to undertake the evaluation suitable at each of the levels. Also, discuss their relevance and practicability in terms of implementation by filling in the blanks in the table below.

Level	Type of evaluation	Evaluation tools and methods	Relevance and practicability
1	Reaction		
2	Learning		
3	Behaviour		
4	Results		

Generally, for each of the levels, different evaluation tools and methods may be used with their own relevance and practicability as follows:

Level 1: Reaction

Evaluation tools and methods include feedback or post-training surveys. This method is quick, relatively cheap, and easy to gather and analyse.

Level 2: Learning

Evaluation tools and method include pre- and post-tests. Interviews and observations may also be deployed. This method is easily used and involves easy and quick analyses.

Level 3: Behaviour

Evaluation tools and methods include observations and monitoring over a period of time. The evaluation is time consuming and involves complex analyses.

Level 4: Results

Evaluation tools and methods include reports of data analyses. Time-consuming and complex analyses are involved.

9.5 Writing Training Report

Good training reports are essential, as they consist of all the information required so that follow-up action can be undertaken following data analyses and recommendations being presented in the report. Good training reports consist of all the required components and attributes. What are the components or attributes?

Task 9.9 Group Analyses

Working in groups, look up for various training reports available online and discuss the main components of each training report. Present your group analysis.

By and large, the main components or attributes of training reports must consist of the following:

Title of the training (with location, date, and time)

- Background of the workshop
 - Needs analysis and training gaps
 - Participants (nature and number of participants)
- Objectives
- Discussion and training activities
 - Content of the training
 - Training methodology
- Recommendations based on the evaluation of training
- Follow-up action plans
- Conclusion
- Acknowledgements
- Appendices
 - List of participants (and their details including addresses and contact numbers)
 - Details of training materials
 - Training schedules

9.6 End of Unit Assessment

Write a report on the training programme that you have conducted. The report must be at least 30 pages long. Submit the report for assessment.

9.7 Summary

This unit has demonstrated how to conduct an actual training programme taking into consideration the structuring process of the presentation. This unit has also illustrated the techniques of the training evaluation based on the classic Kirkpatrick's Four-Level Evaluation Model. At the end of this unit, the process of writing a training report is also presented.

9.8 Additional Reading & Online Resources

Books

Kirkpatrick, DL (2007). *Implementing the Four Levels: A Practical Guide for Effective evaluation of Training Programs*. Berrett-Koehler Publishers: San Francisco, USA.

Kirkpatrick, DL & Kirkpatrick, JD. (2005). *Evaluating Training Programs: The Four Levels* Berrett-Koehler Publishers: San Francisco, USA.

McArdle, G & Schneider, S (1993). *Delivering Effective training Sessions: Techniques for Productivity*. Course Technology Crisp: Menlo Park, CA, USA

Sission, GR. (2001). *Hands-On Training: A Simple and Effective Method for On-the-Job Training*. Berrett-Koehler Publishers: Williston, VT, USA

Zaccarelli, H & Hayes, DK. (1988). *Training Managers to Train: A Practical Guide to Improving Employee Performance*. Course Technology Crisp: Menlo Park, CA, USA

Online Resources

Kirkpatrick's Four Levels Evaluation Online Program

<http://www.youtube.com/watch?v=hyaQDkP-G2c>

Kirkpatrick's Four Levels of Evaluation

<http://www.youtube.com/watch?v=oBpl0B5PtaA&feature=related>

Did the Training Work?

<http://www.slideshare.net/dawndrake/L14-Evaluation>