

# The e-Tutoring Case Study: A Concept for Tutor Training with ILIAS

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Who of you has ever been a learner in an e-Learning course?

How many have been coached by a tutor?

# Overview

1. E-Tutoring: why and how?

2. A concept for the training of e-Tutors

# E-Learning

(over-) optimistic commentators



more realistic view of the usage of new media for  
teaching and learning

e-Learning is delineated as **”the use of new multimedia technologies and the Internet to improve the quality of learning** by facilitating access to resources and services as well as remote exchanges and collaboration” (European Commission)

# E-Learning: Think from a didactical point of view!

In the discussion about e-Learning, for a long time questions of technology and efficiency dominated.

But:

Like with every question concerning processes of learning or teaching, didactical categories like

intentions

themes

target group

methods

control of success

have to be focussed!

# Special point of view

## **Why and how have learners to be advised or coached**

when dealing with this new and often unknown (e-Learning-) situation?

According to my didactical basic understanding, in e-Learning-processes

**a tutor is necessarily involved, in order to care for and to coach the learners.**

To be separated from this, other tasks exist:

**production of media**

**planning of complete measures**

**course planning**

**acquisition of participants**

To be capable of carrying out such activities, 'e-Tutors' have to be qualified.

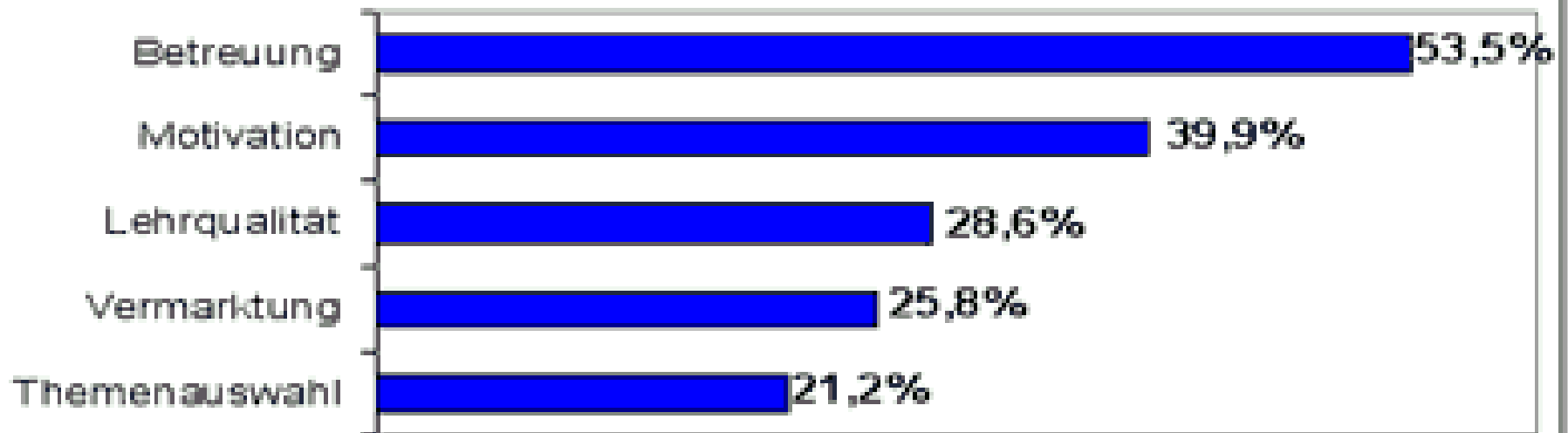
# Main thesis

Regardless of the level of technology used, certain instructional tasks must be performed for successful learning.

In my didactical point of view, but also based upon the findings of several studies,

**successful learning with media  
always requires the existence of a teacher or tutor.**

## Flop 5 - Nachteile des E-Learnings



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„Betreuung“ = Support, Coaching



# Theoretical context (general)

Generally speaking, learning involves two types of interaction:

interaction with content

interpersonal interaction

(Berge).

E-Learning-Technology available today allows interaction with and about the content.



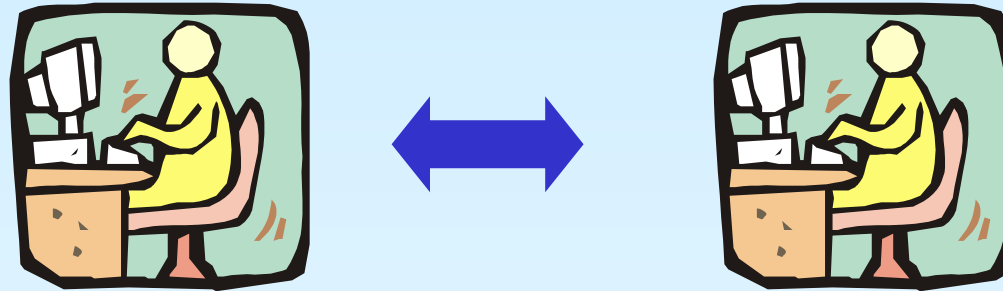
communication



cooperation

Different channels of communication can hinder or facilitate interpersonal and interaction with content.

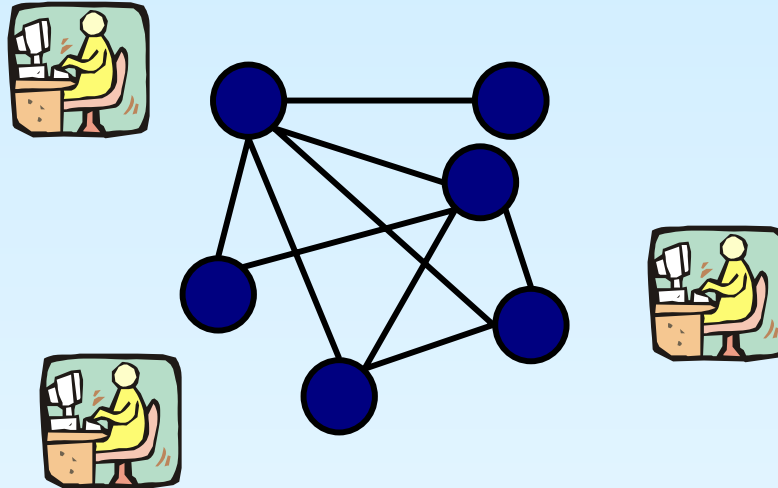
# Theoretical context: CMC



How communication with computers as medium is affecting behaviour and experience of transmitters and receivers is a field of research that provides very different findings.

Different models set up differing theories, their statements partly contradict themselves, because they base on different models of media effects.

# Theoretical context: CSCL



Computer-Supported Cooperative Learning places emphasis on the group as the locus of knowledge building and on the global independence of learning.

In this way, knowledge is a product of the collaboration process that arises through interaction of different perspectives and is gradually refined through negotiation.

# E-Learning and teaching

On the basis of CMC and CSCL, e-Learning-processes require a special form of teaching.

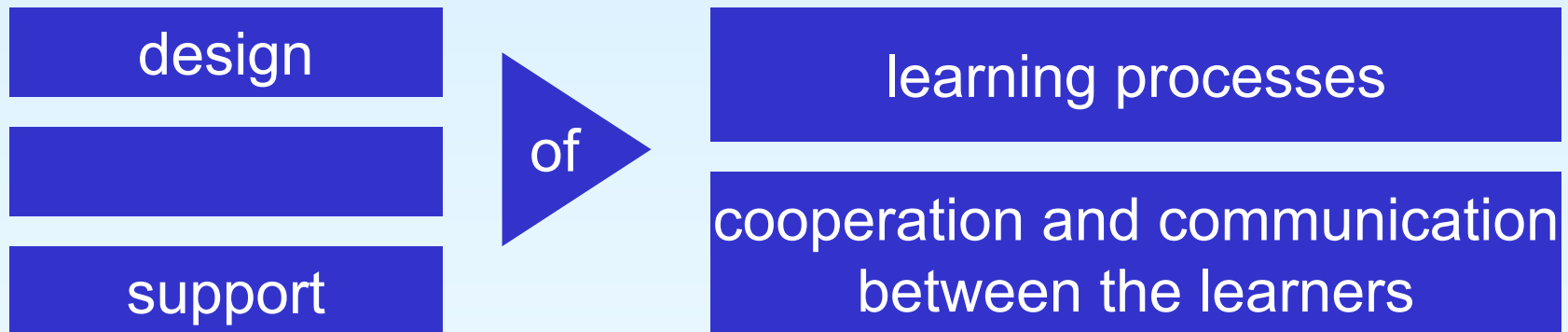
The support of e-Learning-processes is a field of activity in which some special characteristics are to be considered.

E.g. communication does not adjust itself between the learners simply by bare request. Giving and taking feedback, controlling the attention of the learners or energizing group processes differ without face-to-face contact between teacher and learner.

# E-Tutors

E-Tutors are teachers in e-Learning-processes who advise or coach groups of cooperatively or individually learning people.

This includes particularly



The tasks and the competencies necessary therefore overlap with the tasks and competencies of a normal 'presence' teacher but are in parts significantly different.

# Theoretical context: e-Tutoring

Concerning the actual tasks that an 'e-Tutor', 'e-Moderator', 'e-Trainer' etc. is confronted with and also concerning the competencies he or she has to acquire therefore, there are

some theoretical models or concepts

a lot of courses offered on the market

concerning new roles and tasks for teachers.

# Central questions

The main objectives of my research are the questions

Which tasks e-Tutors have to deal with?

Which competencies they have to acquire therefore?

How can the acquirement of these competencies be supported?

What is an ideal concrete course for a concrete target group that prepares for such tasks?

What do you think could be concrete tasks of an e-Tutor?

What competencies does an e-Tutor have to acquire,  
so what does she/he need to know?



# Tasks of e-Tutors?

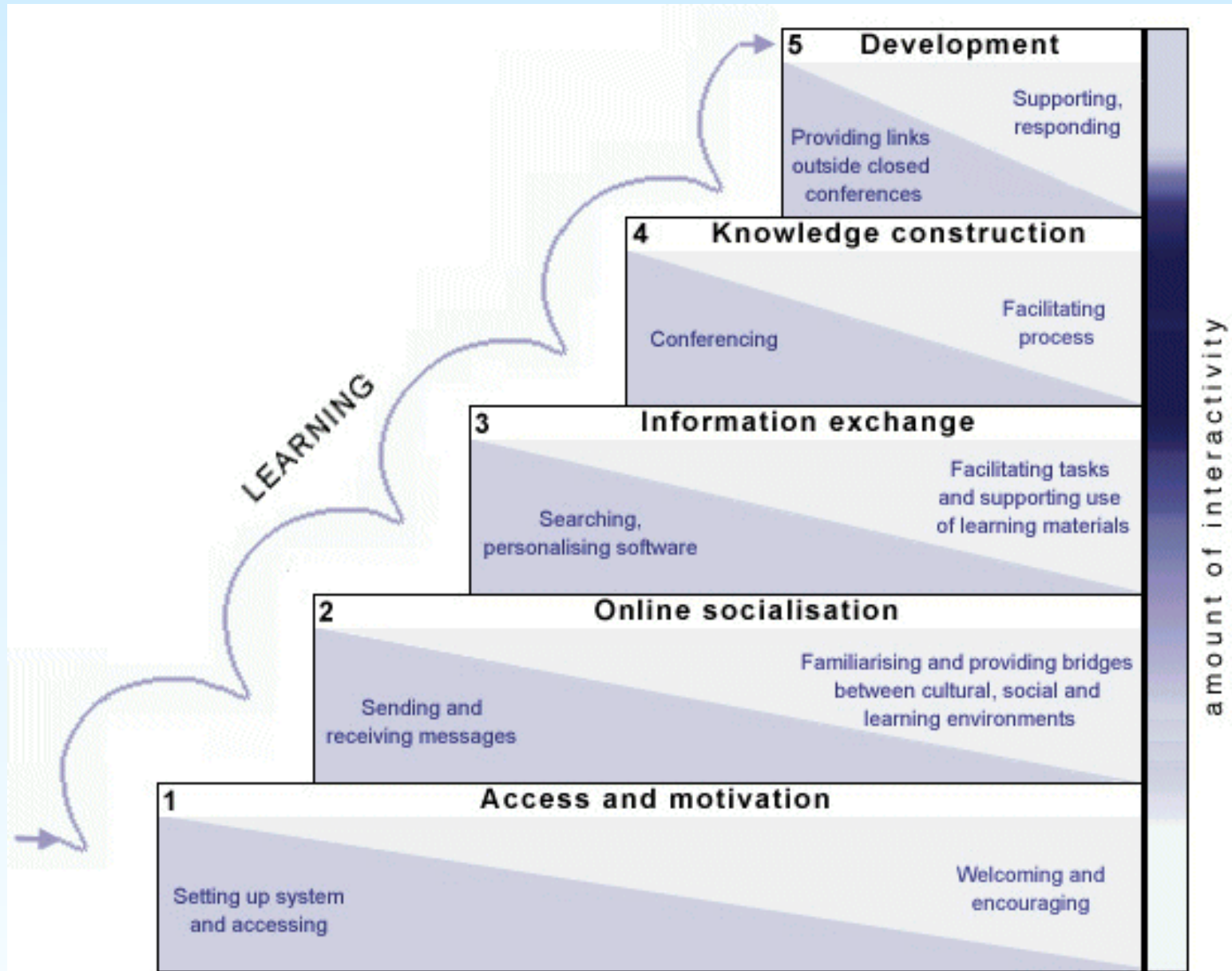
~~E-Learning-course planning, acquisition of participants~~

~~Production of media~~

Organisation of e-Learning-courses

Coaching learners in e-Learning-courses

# The „Five Step Model“ of e-Moderating (Salmon)



# Tasks of an e-Tutor: example (1)

- diagnosing learner's needs
- helping learners get started
- explaining content
- assessing progress
- giving feedback
- promoting activity
- giving encouragement
- trouble-shooting problems
- preparing the learning environment
- recording progress

(Department of Education and Employment, 2001)

# Tasks of an e-Tutor: example (2)

- Organisational tasks
- Didactical tasks
- Social tasks
- Technical tasks

Straub, 2002

# Tasks of an e-Tutor: example (3)

- welcome learners
- encourage and motivate
- monitor progress
- ensure learners are working at the right pace
- give information, expand, clarify and explain
- give feedback on learners's work
- ensure learners are meeting the required standards
- ensure success of conferences
- facilitate a learning community
- give technical advice and support
- end the course

(Duggleby, 2000)

# Competencies of e-Tutors: example

(“qualities and characteristics of successful e-moderators – the competencies they should acquire through training and experience”):

- understanding of online process
- technical skills
- online communication skills
- content expertise
- personal characteristics

(Salmon, 2000)

# E-Tutors

E-Tutors are the new generation of teachers and trainers who work with learners online. (Salmon)

They have "the responsibility of keeping discussions track, contributing special knowledge and insights, weaving together various discussion threads and course components, and maintaining group harmony". (Rohfeld & Hiemstra)

# A concept of training e-Tutors with ILIAS

What are the actual tasks and competencies of e-Tutors?

How can e-Tutors be educated?



# Lines of research

What are the actual tasks and competencies of e-Tutors?

Literature review

Own experiences

Empiric study

How can e-Tutors be educated?

Development of a concept for the training of e-Tutors

Implementation and evaluation of training (university context)

# Concept for the training of e-Tutors (1)

This concept was tested and validated during a field study with a group of students who originally study to become a (presence) teacher of economics.

Experiences about tasks and competencies of e-Tutors were gained by the participants from two sides :

Working with content related to the theme “e-Tutoring”

Direct experiences as e-Learners

# Concept for the training of e-Tutors (2)

thematic issues:

Communication competence for e-Learning

Supporting and coaching cooperative e-Learning

Motivation of e-Learners and evaluation of success of learning

On the other hand, as the courses were held as blended learning seminars with phases of e-Learning (in which I acted as e-Tutor), participants gained experiences as e-learners and experiences about what an e-Tutor actually does.

## Concept for the training of e-Tutors (3)

Ideally, participants have the opportunity to act as e-Tutors themselves at the end of the courses, as they take the role and the tasks of the tutor within their subgroups (4-5 participants each) one after the other. Thus, in this phases, participants of the course are responsible for the maintenance of the learning process within their subgroup.

Excerpt from schedule:

Theme: communication competence for e-Learning		
25.06.03	E-Learning	Acquirement of knowledge
02.07.03	E-Learning	Discussion+ Tutoring
09.07.03	Presence	Reflection

# The discussion forum of one group

Den zitierten Text aus dieser Nachricht könnt Ihr dabei natürlich löschen.

**Aktuelles Thema**

- ▼ Thema: Kommunikationskompetenz in Netzen Jens Breuer [breuer] 25.Nov.02 16:32
- Re: Thema: Kommunikationskompetenz in Netzen susann höning [susannh] 27.Nov.02 19:39
- Re: Thema: Kommunikationskompetenz in Netzen Jens Breuer [breuer] 02.Dec.02 17:26
- Re: Thema: Kommunikationskompetenz in Netzen Eva Osterkamp [eosterka] 07.Dec.02 12:36
- Re: Thema: Kommunikationskompetenz in Netzen Sven Hradek [svenhradek] 09.Dec.02 00:09
- Re: Thema: Kommunikationskompetenz in Netzen jens tietz [jensietz] 07.Dec.02 14:23
- Re: Thema: Kommunikationskompetenz in Netzen Sven Hradek [svenhradek] 09.Dec.02 00:13
- Re: Thema: Kommunikationskompetenz in Netzen jens tietz [jensietz] 07.Dec.02 14:23
- supporting +Developing CMC novices and Boosting CMC Participation Eva Osterkamp [eosterka] 30.Nov.02 13:04
- Re: supporting +Developing CMC novices and Boosting CMC Participation Jens Breuer [breuer] 02.Dec.02 17:27
- Einteilung in Typen möglich ? Eva Osterkamp [eosterka] 04.Dec.02 21:42
- Re: supporting +Developing CMC novices and Boosting CMC Participation astrid luttermann [katherina] 10.Dec.02 22:25
- Re: supporting +Developing CMC novices and Boosting CMC Participation Jens Breuer [breuer] 05.Dec.02 18:57
- Re: supporting +Developing CMC novices and Boosting CMC Participation susann höning [susannh] 06.Dec.02 14:17
- Re: supporting +Developing CMC novices and Boosting CMC Participation Eva Osterkamp [eosterka] 07.Dec.02 12:26
- Re: supporting +Developing CMC novices and Boosting CMC Participation Eva Osterkamp [eosterka] 07.Dec.02 12:27
- Re: supporting +Developing CMC novices and Boosting CMC Participation susann höning [susannh] 10.Dec.02 12:14
- Re: supporting +Developing CMC novices and Boosting CMC Participation jens tietz [jensietz] 07.Dec.02 14:38
- Re: supporting +Developing CMC novices and Boosting CMC Participation susann höning [susannh] 10.Dec.02 12:18
- Re: Thema: Kommunikationskompetenz in Netzen Sven Hradek [svenhradek] 01.Dec.02 18:55
- Re: Thema: Kommunikationskompetenz in Netzen Jens Breuer [breuer] 02.Dec.02 17:27
- Re: Thema: Kommunikationskompetenz in Netzen jens tietz [jensietz] 07.Dec.02 14:44
- Re: Thema: Kommunikationskompetenz in Netzen Sven Hradek [svenhradek] 09.Dec.02 00:36
- Re: Thema: Kommunikationskompetenz in Netzen astrid luttermann [katherina] 10.Dec.02 21:24
- Re: Thema: Kommunikationskompetenz in Netzen jens tietz [jensietz] 02.Dec.02 00:25
- Re: Thema: Kommunikationskompetenz in Netzen Jens Breuer [breuer] 02.Dec.02 17:28
- Re: Thema: Kommunikationskompetenz in Netzen jens tietz [jensietz] 07.Dec.02 14:49
- Re: Thema: Kommunikationskompetenz in Netzen Cornelia Tavernier [tavernic] 10.Dec.02 10:15
- Re: Thema: Kommunikationskompetenz in Netzen Jens Breuer [breuer] 10.Dec.02 10:39
- Re: Thema: Kommunikationskompetenz in Netzen astrid luttermann [katherina] 10.Dec.02 21:45
- Praktische Tipps für e-Moderatoren 2 Cornelia Tavernier [tavernic] 02.Dec.02 21:37
- Re: Praktische Tipps für e-Moderatoren 2 Jens Breuer [breuer] 03.Dec.02 09:59
- emoticons :-) Cornelia Tavernier [tavernic] 03.Dec.02 15:10
- Re: emoticons :-) Jens Breuer [breuer] 05.Dec.02 18:59
- Re: emoticons :-) Eva Osterkamp [eosterka] 07.Dec.02 12:30
- Re: emoticons :-) Eva Osterkamp [eosterka] 07.Dec.02 12:31
- Re: emoticons :-) jens tietz [jensietz] 07.Dec.02 14:55
- Re: emoticons :-) Sven Hradek [svenhradek] 09.Dec.02 00:00
- Re: emoticons :-) Jens Breuer [breuer] 09.Dec.02 15:42
- Re: Praktische Tipps für e-Moderatoren 2 jens tietz [jensietz] 08.Dec.02 21:51
- Re: Lurker? Eva Osterkamp [eosterka] 04.Dec.02 22:07
- Re: Lurker? Cornelia Tavernier [tavernic] 10.Dec.02 10:20
- Re: Thema: Kommunikationskompetenz in Netzen astrid luttermann [katherina] 02.Dec.02 21:52
- Re: Thema: Kommunikationskompetenz in Netzen Jens Breuer [breuer] 03.Dec.02 10:07
- Re: Thema: Kommunikationskompetenz in Netzen Cornelia Tavernier [tavernic] 10.Dec.02 10:36
- Re: Thema: Kommunikationskompetenz in Netzen astrid luttermann [katherina] 10.Dec.02 16:23

# Lines of research: concept for the training of e-Tutors (4)

My first approach concerning evaluation (disappointing for me):

A quantitative questionnaire to measure the attitude of the participants concerning

- Success of the learning process
- Design of the training

Problem: only at the end of the training until now

→ Nothing to compare with

→ Evaluation done by myself

# ILIAS in the view of participants

	Course 1	Course 2
All in all, I felt comfortable with ILIAS.	3.5	3.36
The handling of ILIAS is simple.	3.45	4.0

Mean value; 1 = „I totally disagree“; 5 = „I totally agree“

N=22 (course 1); N=11 (course 2)

# Lessons learned (1)

- Themes treated seem to be essential (at least in the view of participants...).
- ILIAS is OK to be used for the training of e-Tutors.
- Desired functions (in the view of participants):
  - Address book
  - Editing of the forums
  - Folders for mails
  - Calendar
  - Search within forums



## Lessons learned (2)

- Give an introduction to ILIAS in a presence seminar.
- Ask very simple questions at the beginning. Learners have to get used to ILIAS (as to any other LMS).
- Start with short and simple tasks and exercises.
- Practise the handling of the discussion forums in ILIAS.
- Provide a photo gallery just at the beginning of the course.
- Give feedback and comments on student's contributions regularly (length is not as important as content).
- Keep other obligations of students in mind (e.g. examinations at end of semsters).
- Form groups to work cooperatively (4-5, at random!) and let them work in this groups in presence, too.
- Present the results of other groups to all participants.

## Lessons learned (3)

- Set time limits and adhere to time limits, too.
- Provide more and more liberty of choice concerning the handling of tasks (from well-defined to more complex, e.g. summary at start, case studies at end).
- Always have (several) presence seminars during the course to reflect the phases of e-Learning
- If the theme is ‚cooperative e-Learning‘, make sure that you structure the tasks in a way participants have to work cooperatively.
- If you have time: let participants act as e-Tutors at the end of the course.
- Let the participants plan a course ‚e-Tutoring‘ at the end.
- Ask participants about their ideas of possible tasks of e-Tutors at the beginning of the course. Mirror this at the end.

## 2<sup>nd</sup> line of research: empiric analysis

Another line of research will be an empiric analysis of the concrete practical field of operation of e-Tutors:

Which tasks have e-Tutors in practice?

How are they trained?

What do they find important for the training of e-Tutors?

# Discussion

Any questions?

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