

Block

5

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MDE-419: Staff Training and Development in Distance Education

(New Course in place of ES-319 : Staff Development in Distance Education)

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MDE-419: Staff Training and Development in Distance Education

Course Outline

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- Unit 3 : Training and Staff Development
- Unit 4 : Training of Trainers' Workshop in Distance Education
- Unit 5 : Face-to-Face Training Workshop for the Academic Counsellors

INTRODUCTION TO THE BLOCK

This block has two parts. In the first part there are three articles related to staff development and in the second part there are two reports on various staff training and development workshops conducted by Staff Training and Research Institute of Distance Education, IGNOU. The first article deals with reflection and continuous professional development and their implications for online distance learning. It describes the works of important scholars like John Dewey, Jurgen Habermas, Donald Schon, and Jeniffer Moon and the role of reflection in learning and professional development. The paper also examines the role of 'reflection' plays in continuing professional development (CPD), and draws implications for online professional development.

The second paper deals with reflective online resources for online professional development. The article reports on a review on designing and presenting online reflective resources for online continuing professional development (online CPD). The authors have reviewed and analyzed various research studies to exemplify and strengthen the design of reflective resources for online continuing professional development.

The third article deals with some basic issues related to staff development in distance education in general.

The second part presents two reports of training workshops conducted by STRIDE, IGNOU. The first report is based on a training of trainers' workshop and the second report is based on a training workshop for the academic counsellors.

We hope you would like the choice and presentation of the issues and workshop reports and enjoy studying through the block.

The background features a large, faint watermark. On the left is a circular emblem containing a stylized dollar sign. To the right of the emblem, the text 'Signou' is written in a large, light font. Below this, the words 'THE PEOPLE'S UNIVERSITY' are stacked in a smaller, light font.

PART A
ARTICLES

UNIT 1 REFLECTION AND CONTINUING PROFESSIONAL DEVELOPMENT: IMPLICATIONS FOR ONLINE DISTANCE LEARNING

Santosh Panda

Note:

This paper was published in the Indian Journal Open Learning, 2004, 13 (1), 63-77. The paper describes the works of important scholars like John Dewey, Jurgen Habermas, Donald Schon, and Jeniffer Moon and the role of reflection in learning and professional development. The paper also examines the role of 'reflection' plays in continuing professional development (CPD), and draws implications for online professional development. It suggests that online CPD is related to individual cognitive structure, community of professional practice, online collaboration, and the cultural contexts of practitioners.

Introduction

Continuing Professional Development

Professional development in any profession has traditionally been considered as a one-time affair in one's career (i.e. pre-service education); though changing professional needs necessitate in-service/on-the-job professional development the activities of which include either a full-time certificate or diploma or accumulation of credit hours of professional development training or even professional socialisation and dialogue in seminars, roundtables and conferences. In many cases these include a series of unrelated events to meet certain professional requirements of the time, and may not have a life-time professional development/ learning scheme. Professional development, on the other hand, needs to be seen as related to professional practice and culture of continuous learning within a learning organization. The conceptual clarification on professional development given by Guskey (1999) sounds appropriate: "those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students it also involves learning how to redesign educational structures and cultures"(p.16). He also argues that the deficiency approach (i.e. professional development activities to contribute to make up one's deficiencies of knowledge and skills) is itself deficient, and should cover a wider canvas of continuing professional development (CPD) so as to keep pace with the emerging knowledge base of the profession and its conceptual and craft skills.

Guskey (1999) further notes that continuing professional development, as a process should be:

- *Intentional*: i.e. professional development activities are based on purposes which are linked to broader vision of the profession.
- *Ongoing*: i.e. professional development involves ongoing processes and activities based on horizontal and vertical integration within a dynamic professional field; and
- *Systemic*: i.e. professional development activities, need to be integrated and related to the system where professional practice takes place.

The conceptual clarity on CPD described above has been underlined in the online CPD framework suggested later in this paper, and that it has been related to individual reflection, online collaboration, collaboration in community of practice, and professional culture. In the section below, we examine the contributions of scholars to the role of reflection in learning and continuing professional development in professions, followed by discussion on reflection and personal/professional development in the next section; and take up drawing their implications in relation to online learning, community of practice and individual transformation in professional identity in the subsequent section.

Reflective Practice and Professional Development

In what follows is a brief discussion on the role of ‘reflection’ in professional development and professional practice, since it is contended that reflection facilitates professional development. Though not a recognized construct in psychology, it is quite often used in education (especially in professional development), and is used to describe thinking that is meta-cognitive, i.e. thinking about the process of thinking. Moon (1999) views reflection as a mental process that has some purpose or outcome. We describe below the works of important scholars like John Dewey, Jurgen Habermas, Donald Schon, and Jennifer Moon; and the role of reflection in learning and professional development.

John Dewey

The work of Dewey (1933) is considered as the beginning of the study and application of reflection. For him, reflection is a kind of thinking, in the process of which one brings the subject to the forefront of the mind and gives a serious thought to this. It is a process of manipulation of knowledge and its reprocessing towards the set goal, and so, it is goal-directed. One ‘thinks’ when in uncertainty or difficulty so as to solve the ‘perplexity’, and the process leads to testing through some action.

Dewey believed that effective education through reflection should aim at ‘making sense of the world’, and therefore, this is related to experience. A distinction between primary experience and secondary experience is made by Dewey – the former is a direct interaction with the material and social environment, and the latter is a reflective experience in which the environment is used as the object of reflection. Miettinen (2000) presents Dewey’s model of reflective thought as follows (Figure 1.1):

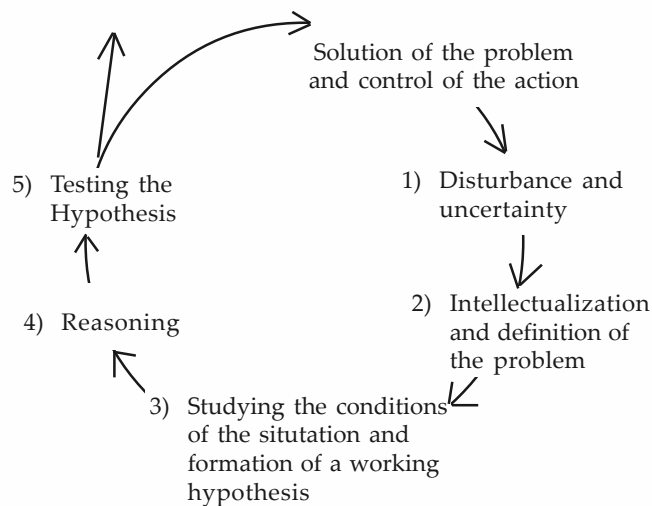


Fig. 1.1: Model of reflective thought and action (Dewey)

Dewey's concept of reflective thought and action, depicted in Figure 1.1, comprises five phases, viz.: i) *disturbance and uncertainty*, ii) *intellectualization*, iii) *formation of hypothesis*, iv) *reasoning*, und v) *hypothesis testing*.

Reflective learning, therefore, takes place in problem identification, hypothesis formulation and its testing in action. Reflection and reconstruction of the environment are intimately related therefore, thought constitutes and expresses the individual environment combination and so, Dewey's conceptions provide the foundation to constructivism in teaching and learning.

Jurgen Habermas

Habermas (1971) studied the nature of knowledge that human beings adopt or generate (i.e. knowledge constitutive interests of human beings), and the use of reflection as one of the processes that human beings adopt in the generation of particular forms of knowledge. The knowledge constitutive interests are of three types: technical/instrumental knowledge constitutive interest, knowledge constitutive interests in hermeneutic disciplines, and emancipatory knowledge constitutive interests. In social sciences, both interpretive processes of enquiry (Which is the basic method) and critical/evaluative processes of enquiry (which provide critique so necessary for self-understanding and critique of the process) are adopted or knowledge generation and interpretation.

The evaluative enquiry is equated to reflection, and the critical theory of social sciences uses questioning and understanding to serve the emancipatory interests. While reflection may not play any role in physical sciences, it is important in case of interpretive enquiry of social sciences and or emancipatory interests; and reflection should be used both at stages of interpretive enquiry, and empowerment and emancipation. (Barnett, 1997). While applying to the context of teaching, Van Manen (1991) suggests for the application of reflection at four levels:

- i) Day-to-day application in thinking and acting,
- ii) Reflecting on specific events or incidents,
- iii) Reflection on personal experience and experience of others, and developing understanding through interpretation (i.e. interpretive enquiry of Habermas), and
- iv) Reflecting on reflection, i.e. understanding the nature of knowledge and possible emancipation (i.e. emancipatory interests of Habermas).

Donald Schon

The most widely used theory and application on reflection for professional development is that of Schon, (1983; 1987). In an earlier work, Argyris and Schon (1974) distinguished between 'expoused theories' (those that involve the philosophy of the profession and guide professional action) and 'theories-in-use' (that the professionals learn about the profession in day-to-day life, and which represent the professional behaviour). They argue that the expoused theories taught to novices to graduate as professionals are rarely applied in professional practices which base on context-specific practical ways of performing the profession, and, therefore, are privately developed by individual professional practitioners. The epistemology of

professional knowledge and practice is guided more by theories-in-use rather than the undeveloped expoused theories; and, practical problem solving in action is more important than the professional rule book.

Schon distinguishes between 'reflection-in-action' and 'reflection-on-action' the former occurs at the time of action with unexpected consequences and guides the process of professional action through 'knowledge-in-use' (derived from theories-in-use, and has very less to do with expoused theories). While the latter occurs when the action has already taken place, and is retrospective. 'Knowing-in-action' occurs when the action goes as per expectation. The novices in the professions can be educated under certain conditions to become reflective practitioners when the professional knowing-in-action is contextualised into 'the particular socially and institutionally structured context of that profession' (Moon, 1999: 45); and this is largely shared by the community of practitioners. Therefore, the students of the professions should be put to situations of uncertainty so that they practice reflection-in-action (i.e. processing of information during action) and develop through coaching the artistry of the profession in the practicum and with the risk-free environment.

Jeniffer Moon

Based on a review and critical appreciation of the previous works on reflection, Moon (1999) provided a model/ map of learning (along with the representation of learning) and the role of reflection in it, which has provided a base to further work on reflection in online professional development.

Moon (1999) critically analysed Schon's (1983) work to put up her framework/map of learning and the role of reflection in it. Based on the critical appreciation of Schon's work, she had further drawn on works of others to provide both a theoretical stance and a practical stance for reflective practice in the professions, and therefore for professional development. She points out that further works on that of Schon have theorized Schon's model and treated reflection-on-action in a much broader fashion than what Schon originally proposed. Subsequently, considerable interest was shown in the use of reflection-in-action in still-evolving disciplines of nursing, education and social work which represent Habermasian hermeneutic knowledge constitutive interests, and for which processes of review, interpretation and reconstruction of ideas are used (rather than facts, as in case of scientific disciplines).

Moon (1999) notes that in the discipline of education, teacher education (rather than teaching or teachers per se) has taken more interest in reflective practice. In other words, reflection has been used more for professional development rather than facilitating student learning. Presenting the theoretical stance on reflection, Moon concluded: "The outcomes of reflection in reflective practice include learning and action, empowerment and emancipation. Reflective practice may also imply the general orientation of being reflective (1999: 65). Further, "The implication is that users of the term need to negotiate and agree the meaning of the term for themselves" (1999: 66).

Moon further notes, on the basis of an earlier work (Moon, 1996) on training for promotion of health, that improvement in both professional practice as well as health promotion should be the goal of reflective practice. On the other hand, professional educators often stress on developing reflection in

students rather than in themselves. Within professional practice, it has been utilized for initial training like that of Schon (1987).

Reflection works through both personal and professional development; the pattern of relationship between the two has been a matter of debate. Moon writes, "While reflection as a term is not much used to describe processes of self-development, that reflection facilitates development and growth of a person is assumed. Reflection could be seen as a tool that facilitates personal learning towards the outcome of personal development which ultimately leads towards empowerment and emancipation" (1999: 88). The work of Moon (1999) on map of learning and the role of reflection is further discussed below to provide a base to our discussion on its implications for distance learning in a later section.

Reflection, and Personal and Professional Development

While some researchers note that professional development and personal development are different matters, Harvey and Knight (1996) and others note that the former is a matter of the latter. Many think that personal or self-development plays some role in professional development. For instance, Winter (1995) contends that professional development depends on the development of self-awareness of a person. Eraut (1994) posits that growth of individual professional behaviour is the result of use of self-knowledge (being conscious of one's knowledge and skills, one's limitations, other sources of knowledge, etc.) through self-management (i.e. 'use of time, prioritization and delegation'). Personal development involves self-awareness, self-improvement. and empowerment and emancipation. In a way, it is the acquisition of new knowledge to further enrich the process of reflection.

Harvey and Knight (1996) plead that mere self-awareness does not involve reflection, rather for reflection to lead to professional development should be extensive to include examination of what we do and why we do it. They contend that *the aim of professional development is transformative learning*. Moon (1999) writes, "Transformative learning relates also to the meta-critical state necessary for emancipation and, in this second manner, also suggests the progression of self development through the three elements of self-development" (p.82). (the three elements include: self-awareness, self-improvement, and empowerment and emancipation). Vis-a-vis the three elements, Eraut (1994) brings in the constructivist view of learning to explain meaning construction and interpretation of experience; and suggests that one needs a special problem (i.e. more difficult problem) to review one's existing understanding. Mezirow (1990) points out that individuals always try to preserve the sanctity of their meaning or cognitive or meaning structures, and avoid experiences which do not fit into these. Therefore, special efforts are needed to bring in reflection to examine the existing cognitive/meaning structures.

Self-improvement/growth further leads to empowerment and emancipation. Habermas (1971) refers this to the third form of knowledge constitutive interests; Friere (1970) calls this the process of conscientization; and Mezirow (1990) in his transformative learning talks of perspective transformation in which there is critical self-awareness or critical reflection of their presuppositions (on which learning is based) so as to allow for more integrative and inclusive perspective. Moon (1999) writes, "Reflection could be seen as a tool that facilitates personal learning towards the outcome of

personal development which ultimately leads towards empowerment and emancipation”(p.88).

Not much work has been done on linking learning to reflection, though reflection has a significant place in Kolb’s experiential learning, Dewey’s reflective thinking, and Schon’s reflection-in-action and reflection-on-action. Moon (1999) attempts to link reflection to learning and professional development through relating it to a map of learning involving cognitive structure, stages of learning, approaches to learning, and representation of learning. Reflection, as was noted earlier, “is a mental process with purpose and/or outcome that is applied to relatively complicated or unstructured ideas for which there is not an obvious solution” (Moon, 1999: 152). Reflection works more effectively at higher stages of learning like meaning making, working with meaning, and transformative learning. Moon (1999) further notes that reflection is involved in three areas:

- i) in new learning due to restructuring of the cognitive structure especially at the stages of ‘meaning making’ where it is equal to ‘reflection-on-action’ and ‘transformative learning’ (where it involves critical overview);
- ii) at higher stages of representation of learning due to further manipulation of meaning and for upgrading of learning;
- iii) and also in case of upgrading of learning. In the cognitive structure, reflection when is combined with imagination becomes emancipatory a combination of past experience and imagination for future – the idea of Habermas (1971) for emancipation of social groups. Mezirow (1990) also notes that reflection is crucial at the final stages of transformative learning.

Reflection is used at different stages of learning in various models of experiential learning, reflection-on-action, transformative learning, professional development, and others. Those who have applied reflection have considered and emphasized on ‘how’ the process is used and facilitated, rather than the ‘process’ of reflection itself. The purpose of reflection is representation of past experiences and learning, reorganization of present meaning, and improvement of present and future understanding and performance. Reflection has also been crucial in theory building as in case of Schon’s reflective practice and Mezirow’s transformative learning; as also for self - development and emancipation through critical view (overview) of the self and the society.

Nature of Learning

The nature of learning (and learning for professional development) is based on the map of learning presented by Moon (1999) which is “based on the literature on reflection and student learning, supplemented by observation and personal reflection”(p.104). Learning in contexts of both classroom teaching and reflection in professional development needs to be viewed broadly and systematically. The map of learning presented in Figure 1.2 is based on: i) cognitive structure and assimilation of Piaget, 1971; the work on cognitive structure by Ausubel and Robinson, 1969; and constructivist view of learning; ii) critical reflection and transformative learning (Mezirow, 1990, 1991); and iii) approaches to learning developed by the Gothenburg School in the seventies and the University of Lancaster in the eighties (Marton et al, 1984; Marton & Saljo, 1997; Ramsden, 1992), and later by Richardson (2000).

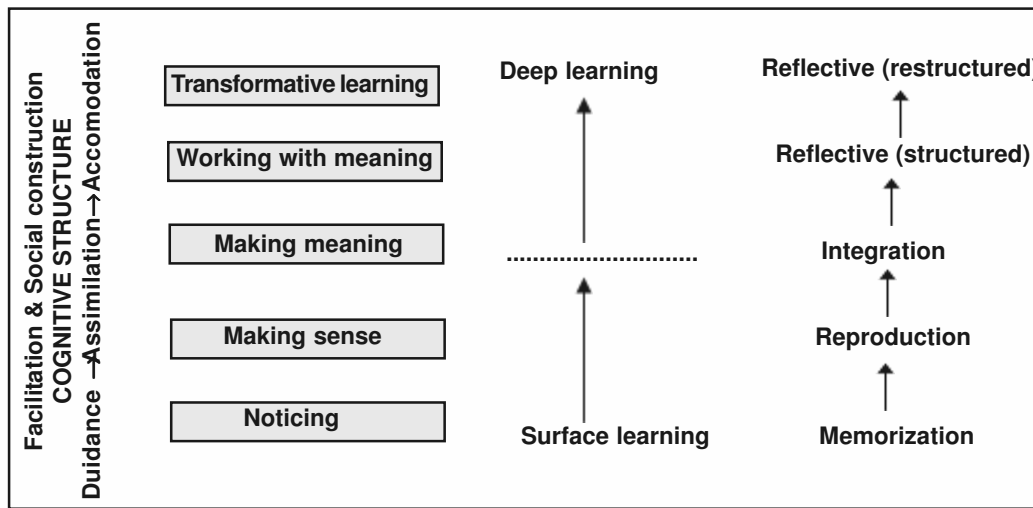


Fig. 1.2: Cognitive structure, transformative learning and reflection
(Sources: Mezirow, 1990, 1991; Moon, 1999; Richardson, 2000)

The map given in Figure 1.2 is grounded in the constructivist view of learning in that the focus shifts from the structured teaching of the teacher (where: content and organization of the curriculum is the basis of learning; knowledge is transmitted from the teacher to the learner; learners' entry behaviour or prior ability and knowledge guide teacher's teaching strategy; the learner accumulates new ideas and knowledge from outside and replaces with old ones) to learners' construction of their own knowledge organized in a network called cognitive structure. The learner determines what is to be learnt, and the teacher facilitates that learning. The learner employs his/her cognitive structure to learn from the new materials, and therefore meaningfulness of materials and learning depends on the extent of matching between the material and the learner's prior learning/cognitive structure. The role of the teacher, therefore, is to carefully design materials for greater liking or the learners, facilitate interaction for greater assimilation of materials, and provide appropriate forms of assessment.

Brown et al (1989) point out that understanding is indexed by experience, and that cognitive experiences should be situated in authentic activities. 'These activities of the teacher greatly influence students approach to learning, which in turn affects the use of cognitive structure and its movement across the ladder of various stages of learning (from 'noticing' to 'transformative learning'). In case of learner-centered constructivist learning, there is possibility of application of *reflection* in the process of learning. Suchman (1987) argues that there is nothing like an ultimate shared reality, but rather reality is the outcome of the constructive process of each individual, and therefore, it is construed that, in both individual and group processes of learning, *reflection plays an important role in facilitating the individual 'construction' of meaning and group 'negotiation' of meaning*'.

The cognitive structure given in Figure 1.2 (guidance, assimilation, and accommodation) is spiral in nature, which goes on at every stage of learning (for its original version, see Moon, 1999: 110). Ausubel and Robinson (1969) point out that the cognitive structure- a network of theories, concepts, propositions, facts, data, etc. available to a learner-must relate to the new material of learning and modify/accommodate itself. This is possible if the material is meaningful to the learner - if it is meaningful the learner learns, if not then he/she simply memorizes the material. The cognitive structure stores the newly learnt material, accommodates and readjusts itself in response to new ideas, and actively guides the individual in the learning of

new material. *Therefore, in the constructivist view of learning, cognitive structure is central to individual construction of knowledge/meaning, and group negotiation of meaning.* Mezirow (1990) uses meaning perspective to explain the role of cognitive structure, and points out that individuals who get trapped in their meaning perspective (and do not open up to new ideas and meanings) should be facilitated to be emancipated - and that's what transformative learning does, *and this is where social construction/negotiation of meaning assumes signification.*

Moon (1999) had presented five stages of learning – ranging from noticing to transformative learning in a hierarchical manner – based on the harks of Habermas (1971) Mezirow (1990), and literature on student learning, approaches to learning, and theory of cognitive structure. These are briefly described as follows.

- At the first stage of learning, i.e. noticing the cognitive structure facilitates the individual to notice what is to be learnt; and attitude, motivation and emotion play important roles in this task.
- Once noticed, one proceeds to the stage of making sense, i.e. keep aside the previous knowledge, find out coherence in the present material, try to organize it. And put together the ideas derived from the material.
- This leads to the third stage of learning, i.e. making meaning in which the new material is assimilated into the cognitive structure; one relates it to what is already known; and the cognitive structure accommodates the new meaning derived (i.e. meaningful learning), and relates to its established discipline.
- At the next stage of working with meaning, the learnt materials and the meaning derived become part of the cognitive structure; one reaches a stage where one does not need the learning materials at hand to be able to further think and reflect; this is what is called 'manipulation of meaningful knowledge of a specified end' (Moon. 1999: 144); it involves a private process of construction of meaning.
- This leads to the final stage of transformative learning that is more sophisticated than the fourth stage, and where there is extensive use of the cognitive structure. The learner becomes capable of evaluating one's own frame of reference, and others' knowledge and process of knowing.

The other aspect of the map is the *approach to learning*. Starting from the Gothenberg School in Sweden, the further works of Marton et al (1984), Marton and Saljo (1997), Entwistle (1988, 1997), Ramsden (1992), Biggs (1993), and Richardson (2000) have influenced the work on deep and surface (and strategic) approaches to learning, which affect individual learning. In the *deep approach*, the intention is to understand the ideas by oneself, relate ideas to previous ones, look for patterns and check evidence, critical examination of logic and argument, and get engaged actively. The surface approach propels one to try to cope with course requirements. By treating course contents as unrelated pieces of knowledge to be memorized (without making any sense) so as to meet the pressure of work.

The approach to learning adopted by the learner determines the best possible *representation of learning* (BPR) (Figure 2: from 'memorization' to

'restructured reflection') vis-a-vis the stages of learning. For instance, even if one has reached the second stage of 'making sense' (in the stages of learning), but due to a surface approach adopted, one will be simply reproducing unrelated ideas in the BPR since one cannot relate new learning to the existing one. Deep approach to learning will have greater use of cognitive structure to new materials of learning. Also, the maturity of individuals plays an important role in the approach adopted.

The process of learning is contextualized in the sense that the new material of learning interacts with the cognitive structure and relates to the existing knowledge/ideas about that learning in the cognitive structure. Learning and thinking are not separate from the subject matter of learning, and as Marton and Ramsden (1988) write, "their character should be defined by the imperatives of that subject matter". Laurillard (1993) writes that the teacher's design and interpretation of the material shall greatly affect the nature of learning material and therefore student learning. Also, it is important to note that, besides the teacher or any other media, the learner's cognitive structure will have a bearing too. *Therefore, both material designs and learner cognitive structure play important roles in student learning.*

As already noted in an earlier section, cognition is a useful construct in psychology while reflection is not. Therefore, there has been very little research on reflection as such, except in areas of professional development. Reflection is applied to complicated or uncertain situations or tasks, though it has been associated with thinking. Swartz (1989) notes that it is concerned with thinking about the process of thinking, i.e. meta-cognitive thinking; and Brookfield (1995) uses it for critical thinking. While reflection could be some form of thinking or cognition, it is certainly narrower than these. However, reflection assumes importance in ordering and reordering of the cognitive structure vis-a-vis the new incoming information, and therefore, in making meaning/ transformative learning and professional development.

Reflection in Learning and Professional Development

As has been discussed earlier, reflection is a mental process applied to complicated or unstructured ideas. In the map of learning, reflection may occur to facilitate the cognitive structure to re-accommodate and readjust, and the best possible representation of learning (verbal and non-verbal in self- or structured assessment) can help to further reflect and upgrade the stage of learning.

It may be noted that reflection works in situations of unstructured and complacency, and that it works with meaning - i.e. manipulation of meaning. Therefore, within various stages of learning, reflection is involved at stages of making meaning, working with meaning, and transformative learning. Another possibility is that reflection facilitates the cognitive structure to upgrade one stage of learning like making meaning (which has already taken place) to a higher stage of learning in which the cognitive structure further accommodates what is reflected and therefore re-interpretable-learnt.

The transformative role of reflection at the third and fourth stages of learning may be equated with reflection-on-action, and that of its role as housekeeping where past experiences are brought in combination with some futuristic anticipation so as to derive more meaning or better/different

meaning. At the stage of transformative learning, it involves more critical overview of the situation, and relating it to professional or social situations, and facilitating transformation or, as Habermas (1971) noted, to emancipation (emancipatory human interests). Different strategies have been advocated for this: group consciousness-raising (Mezirow, 1990), critical incident analysis (Brookfield, 1990), learning journals (Moon, 1999), and others.

Jonassen (1994) in the schematic web of constructivism underlines the role of articulation and reflection in both internal negotiation and social negotiation of meaning, and distinguishes between experiential knowledge and reflective knowledge (Jonassen et al, 1995). Garrison and Anderson (2003) further pursued education as inquiry and for inquiry (Lipman 1991), and based on reflective thinking of Dewey (1933), presented the practical inquiry model for online learning in which critical thinking is viewed as 'an inclusive process of higher-order reflection and discourse' (p.56). While reflection is in the individual domain, discourse falls within the public domain.

Implications for Online Distance Learning

Online distance learning is the latest development within non-classroom based modes of communication and interaction. Throughout the developmental history of distance education - from conventional distance learning to present online distance learning - there had been debates concerning the role independence and interaction play in self learning. Distance learning involves independent learning, and collaboration through mechanisms of learning centers, media and self help groups facilitates interaction, which further facilitates sharing of views, social knowledge construction and negotiation. It is in place to draw attention to the work of Daniel and Marquis (1979) who pleaded that interaction is necessary to socially and culturally ground the content of learning - interaction strengthens independence. Further, the works on approaches to learning revealed that those with deeper approaches to learning were comparatively more independent than others. Increasing 'independence' coupled with greater 'control' over learning lead to higher academic integration and higher order learning.

Individual responsibility and social responsibility of learning have been advocated by Garrison and Anderson (2003) through individual critical thinking and discourse in the community of inquiry respectively. Based on the discussions in the preceding section, in the framework of online CPD given below, we contended that reflection takes care of both the roles of individual and social discourse in both online and offline contexts leading to enhancement of individual cognitive structure. The role of reflection in distance learning is suggested in Figure 1.3 in which both individual presence and curriculum design presence determine the learning approaches adopted.

These significantly influence the stages of learning one is going through as also how learning is being represented. Both mentoring and individual/group reflection facilitate appropriate learning approaches, stages of learning and up gradation of learning. Reflection plays a critical role in the change of cognitive structure through independent study, online collaboration and negotiation, and knowledge construction and negotiation in the community of practice.

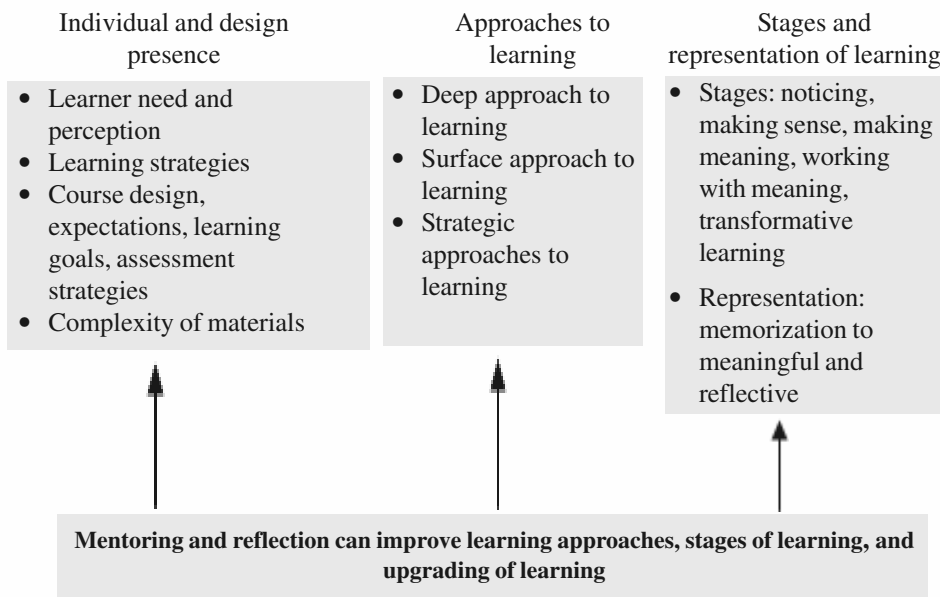


Fig. 1.3: Role of reflection in distance learning

Comford and Pollock (2002) in a critical work contend the conventional campus as a resourceful constraint, and posit that inspite of the limitation of the campus, it performs certain higher order functions which virtual/ distributed learning may not : mutual peer surveillance, lateral relationships between teachers, and continually reconstructed knowledge pool. These, coupled with the fact that professional development is a continuing process and that much of this development takes place offline, suggest that there is the necessity of offline individual reflection and collaborative negotiation in the community of professional practice. How do independence and interaction fit into this interpretation? Thorpe (2002) contends that while interaction was earlier used to foster independence, now one has immense possibility of online interaction while still maintaining one's independence, and that independent study is used to support and sustain interaction. Garrison and Anderson (2003) take the discussion on discourse and meaning making in online learning community further through their framework of cognitive presence, teaching presence and social presence (Figure 1.4).

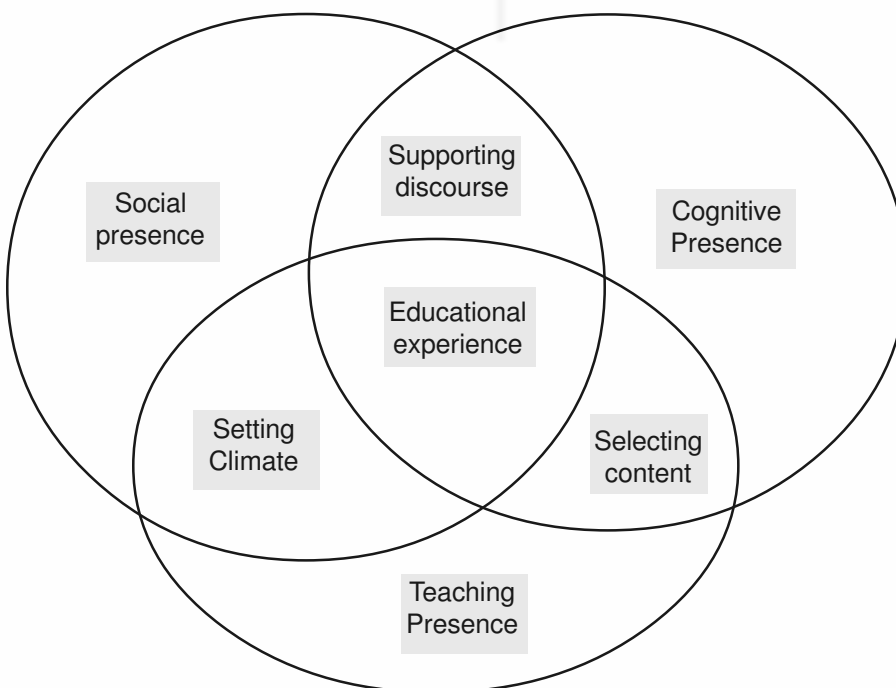


Fig. 1.4: Online community of inquiry (Source: Garrison and Anderson, 2003)

In their online community of inquiry, cognitive independence and social interdependence occur simultaneously. In this community, individuals have full responsibility and control of their learning while diagnosing misconceptions, challenging accepted beliefs, and negotiating meaning. Their model suggests to us that within the individual cognitive structure, one can maintain independence and employ reflection even while undertaking online and offline collaboration.

Even if professional practitioners interact online and undertake individual reflection, their interaction should take place in the community of practice. While there is no denying the fact that the community of practice by itself exists, what is important is organized effort to develop the sense of community in the professional community of practitioners. Wenger's (1998) social theory of learning advocates legitimate peripheral participation in which the participation leads to transformation of identity in a community of practice. Identity of participation is required for learning, and learning leads to formation of professional identity. For him, learning as social participation comprises meaning, practice, community, and identity; and shared enterprise is the motto the community of practice. Based on this concept of community of practice, as also the conceptual formulation of situated cognition and situated learning (Brown et al, 1989) a framework for online constructivist continuing professional development is given in Figure 1.5.

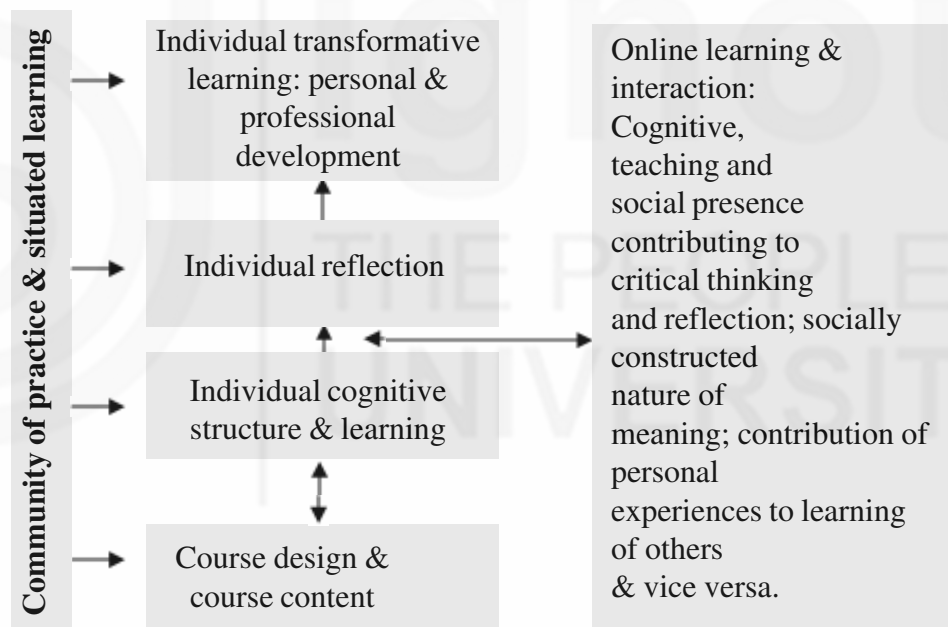


Fig. 1.5: Online constructivist professional development
(Source: Panda, 2003)

Figure 1.5 articulates a transformative learning environment in which reflection plays a critical role. In transformative learning, one must be aware of one's own and others' assumptions, and transform one's own frames of reference so as to best appreciate one's own experiences. It may be noted from Figure 5 that course design and course content constantly interact with the individual cognitive structure and learning, and individual reflection facilitates transformative learning, and personal and professional development and identity. This process both takes place and is facilitated by community of practice and situated learning on the one hand. And online collaboration, interaction and mentoring on the other. What is important is that for online constructive professional development to happen, the course

design presence, individual cognitive presence, social interaction presence in both online learning community and offline community of practice, mentoring presence, and ongoing framework of transformation of professional identity need to be designed. These aspects have been articulated in the further works of the author (Panda, 2004a, 2004b).

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UNIT 2 REFLECTIVE ONLINE RESOURCES FOR ONLINE PROFESSIONAL DEVELOPMENT

Santosh Panda and Sanjaya Mishra

Note:

This article was published in Interactive Discourse, May/June 2008, Vol.1, Issue 2. The article reports on a review on designing and presenting online reflective resources for online continuing professional development (online CPD). While reading this article you will note that the online resources have been categorized into five elements: orientation and organization tools, learning activity tools, interaction and collaboration tools, support tools, and analytic tools. The authors have reviewed and analyzed various research studies to exemplify and strengthen the design of reflective resources for online continuing professional development. In their concluding remarks the authors have noted that further research is needed in-context to establish the effectiveness of the reflective online resources designed using the five tools in this paper. After having gone through this paper, you must develop clear understanding about different elements in online resources and may think of using these in future in the most appropriate manner in your situation.

Introduction

With increasing use of the web for online learning, training and continuing professional development, theoretical discourses on the nature and process of online learning are coming to the fore as frameworks for design and development of online learning resources. These discourses, though rare, guide the practitioners and researchers in further articulating any online learning framework and design of various resources within that. The Inquiry Learning Forum (e-ILF) of Barab, Makinster and Scheckler (2003), for instance, is a web-based professional development system to support community of practice (CoP) of teachers. The e-ILF was used as an extension of face-to-face (F2F) workshops and/or as an extension of online interactions to develop relationships outside it. Four principles of design supported the framework: fostering ownership and participation, focusing on inquiry, visiting classrooms through video streaming and web-based technologies to situate in social context, and online learning community support around collective experience and practice. In Salmon's (2004) model, there are five stages of e-moderating: access and motivation, online socialization, information exchange, and knowledge construction and development. At stage five, the participants are also encouraged to reflect on the process of their learning. In a recent work, Anderson (2003) combined two models – community of enquiry, and independent learning through structured learning resources – in delineating interaction and interactive learning on the semantic web. Design of online resources through cognitive presence, teaching presence and social presence was crucial in the model. It has been argued that since student learning online is greatly influenced by their perception of teachers' interactivity, strong teacher presence and professional development is essential in order to maintain a sustainable online learning community (Wilson and Stacey 2004). Both online and offline interactions are required for knowledge construction and formation of identity in the community; and so also the formation of professional development community and its convergence with the offline community of practice by the online facilitators/mentors (Barab, Makinster and Scheckler, 2003) as well

as continuous peer evaluation (Gustafson & Gibbs, 2000) are essential to effective and sustainable continuing professional development. Studies conducted in the recent past have shown that critical thinking and/or critical enquiry are essential ingredients to a higher order professional learning community poised towards transformative learning and transformation of professional identity (Salmon 2000; Anderson 2003; Barab, Makinster and Scheckler 2003). It has also been argued further that reflection and reflective practice facilitate this process towards quality learning and quality professional practice (Schon 1987; Valli 1992; Moon 1999; Cowan 1998, 2002; Anderson 2003). 'Reflection-in-action', 'reflection-on-action' (Schon 1987) and 'reflection-for-action' (Cowan 1998) are suggested as pre-requisites for:

- enhancing learning for professional development;
- individual knowledge construction;
- collaborative social construction and negotiation of meaning online within the CoP (Panda and Juwah 2006).

Current research in the field, besides other dimensions, has focussed on how the online resources can be properly designed so as to ensure criticality and creativity in CPD. This paper reports on a review of design of online reflective resources to facilitate online educators and trainers in building 'reflection' into the process of professional development and transformation of professional practice.

Online CPD: a framework

It is essential that frameworks for online continuing professional development (CPD) are developed within which design of learning resources can be located. In a recently work, a training needs analysis (Panda 2004b) was carried out to discern the CPD needs of educators, their preference for constructivist online professional development, and views on the role of reflection and experimental learning in online CPD. An online constructivist CPD (online CPD) framework was developed and evaluated as commented by educators having access to the web. The results of the study suggested that "there should be inter-disciplinary approach to design, development, and application of curricula; the online activities need to be combined with reflective practice in the offline community of practice; activities and tasks need to be grounded in context; and there should be provision for networking and exchange in the community of practice" (Panda 2004b p.117).

Figure 2.1 presents the framework for an online constructivist CPD. For a detailed discussion on the framework see Panda 2003, 2004a; Panda and Juwah 2006. The essence of the framework suggests that the individual cognitive structure of the professional is shaped by culture, previous learning/education (which is situated), and the community of practice in which the professional works. The cognitive structure also undergoes transformation through collaborative interaction in online leaning environment. The variables that affect the professional cognitive structure and professional identity include: individual CPD needs, and perception of the value of professional development and its organization; design presence of the curriculum and the course content; cognitive presence (i.e. the intellectual environment in which the professionals individually and collectively construct knowledge and negotiate meaning—the nature of collaboration, interaction and engagement—and which leads towards meaning making and transformative learning); teaching presence through direct instruction, and mentoring and facilitation of discourse/ reflection by

the instructor/mentor; and social presence of the participants and the mentor. The online discourse and reflection are also generally affected by culture, the extent of situatedness of learning, the professional community of practice, and other social influences. Also, a deeper approach to learning, and further facilitation by the mentor to encourage reflection at various phases of learning and learning activities (including self-learning, and collaborative community project) further enhance/upgrade learning towards more meaningful and transformative learning, and transformation of professional identity.

The framework given in Figure 2.1 suggests that in online professional development the individual cognitive structure and professional identity of the professional undergo change and transformation through self-learning and reflection, and collaborative case-based projects in the community of practice, besides collaboration and interaction in the online learning environment. It is argued that knowledge construction and negotiation of meaning is as much the outcome of individual reflection (i.e. internal construction and negotiation) as that of social construction and negotiation. While case/work-based project work ensures identification with the community, the negotiation of meaning involves both participation and ratification. Therefore, participation, negotiation and ratification together contribute to ratification and transformation of the cognitive structure. Much of professional learning takes place at, besides the online learning community, the community of practice and through individual self-study and reflection. Therefore, any designs for online constructivist professional development programme must take into account all of these variables, and situate the learning experiences in culture, context and professional community of practice. It is underlined that individual reflection can enhance the quality of learning experience and lead towards enhanced transformative learning, professional identity, empowerment and emancipation.

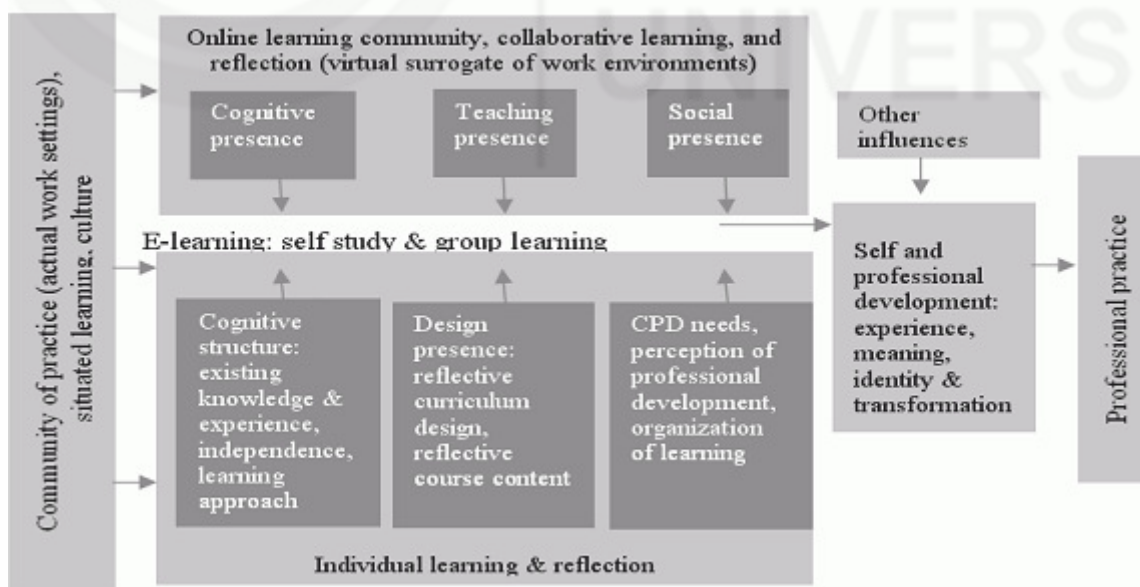


Fig. 2.1: Constructivist online continuing professional development: a framework

(Sources: Dewey 1933; Garrison and Anderson, 2003; Habermas 1971; Jonassen et al 1995; Gunawardena et al 2003; Lave and Wenger 1991; Mezirow 1990, 1991; Moon 1999; Richardson 2000; Salmon 2002; Schon 1987; Wenger 1998)

Framework for online reflective resources

The Online CPD framework (Figure 2.1) articulated interplay of self reflection, online collaborative interaction and reflection, and collaborative projects in the community of practice towards continuing professional development. Based on the design of and the inter-related variables associated with online professional development, a review of design of reflective online learning resources is presented and discussed in this section. The classification of online learning resources into five elements/ tools as given in Figure 2.2 can form the basis to further develop online professional development programmes in any professional area. It may be noted that this review is exclusive to the interaction of the online learning community in which individual and group 'reflection' play a crucial role. For developing a comprehensive CPD programmes, this should be combined with individual self-learning and collaborative and reflective projects within the offline community of practice.



Fig. 2.2: Online resources framework: home page

An ideal web-based course site includes different elements that are made 'easily accessible' to provide additional information. Some of these elements (Williams 2002) include the following:

- Course outline
- Calendar of activities, deadlines
- Activities, assignments
- Explanation of concepts, modules
- Links to additional resources
- Notice boards, announcements
- Conferences, discussion groups
- Email
- Online access to library
- Student profiles, etc.

We have categorised the different elements in an online learning resources into five tools:

- Orientation and organization tools

- Learning activity tools
- Interaction and collaboration tools
- Support tools
- Analytic tools

Figure 2.2 shows the varieties of online resources that can be provided to the online professionals, and what constitute the online learning environment. Though the framework may look like any other framework for online learning, the difference lies in how these components are designed from the point of view of building reflection into the activities, as also promote reflection so that transformative learning and transformation in identity and professional practice take place. Further, these components need to be grounded in context, and linked with collaborative projects in the community of practice. The five components of the online learning resources environment are described as follows.

Orientation and organisation tools

These are a set of online tools that helps the reflective practitioner to get oriented to the community of practice and develop confidence by organising his/her own learning space. This set of tools supports the motivational approach of Keller's (1979) Attention–Confidence–Relevance–Satisfaction cycle. The suggested tools in this group are:

- Welcome and calendar
- Instructor and learning community
- Concept map
- Syllabus
- Online CPD framework

- 1) *Welcome and Calendar*: This is an introduction/welcome by the mentor/course facilitator who provides an overview of the professional development programme by highlighting the significant objectives and the activities to be performed by each participant. This is essentially a web page that establishes the relevance of the whole exercise. This also provides detailed calendar of activities; also, this broadly lists through icons what the learning environment looks like. The calendar is also a personal organizer for the user who can store important personal information to organize his/her learning.
- 2) *Instructor and Learning Community*: This space is devoted to an introduction to the instructor/mentor and the participants. While the mentor brings in his/her expectations of the participation focusing on transformative learning and reflective practice, each of the participants outlines his/her perception, expectation, learner characteristics, the problems faced in professional practice, and views on how these can be addressed. These could be brought forth again at the time of asynchronous conferencing for them to look back and reflect on what they had said and relate to what they have achieved. This also ensures 'dialogue' in the process. This corner also provides guidelines on developing skills of communication and meaning making online. This is the introduction space of the online environment where the participants get to know each other and develop a sense of belonging and mutual commitment (Wenger 2002). This space could be a page with information and photograph of the participants and/or support by

a bulletin board/ discussion forum to which the participants can post their introductory messages and develop rapport amongst each other. However, the use of photographs in online community may expose an insecurity of a participant, and also could cause a participant feel incompatible and self-conscious due to various reasons including age, colour and looks (Hand 1999).

- 3) *Concept Map*: Concept mapping (Novak 1998) is a technique by which “mind maps” or “concept maps” are generated to help individuals explore their knowledge and understanding for themselves or share their views with others (Hugs and Hay 2001). It is “explicitly embedded within a constructivist approach to teaching with the aim of facilitating meaningful learning” (Kinchin 2006, p. 79). A concept map is a graphical representation of a concept showing directional links amongst sub-concepts and establishing hierarchical relationships of terms to facilitate clear understanding. “The purpose of concept mapping is not the production of a map which represents in absolute terms the relationships between concepts, but the production of a visual layout, which can make that specific issues clearer – and certainly more understandable – to the learner who produced the map” (Cicognani 2000 p. 154). Concept maps can be used
- as an advance organiser;
 - as a tool to check whether learners have understood a concept;
 - to promote discussion; and
 - to collaboratively develop common understanding and strategy.

Concept maps have been found useful for web designers generally (Hughes and Hay 2001) and also for conducting workshops (Chan 1998) and in online learning (Cicognani 2000, Luckie et al. 2004).

Concept map of a whole programme can be presented with linkages drawn for various courses and modules, along with the type of relationship shown, as also the place of all the activities within the curricular concept map. Concept maps can be used for monitoring personal meanings, comparing meanings and connotations of ideas, and expressing assumptions that underline ideas; even, participants may be encouraged to draw their own concept maps based on their perceptions of professional practices. ‘Inspiration’ as a software/tool can facilitate drawing of these maps.

- 4) *Syllabus*: The design of the syllabus/curriculum is the most important aspect of this exercise, since this determines the whole process of online constructivist continuing professional development. While culture plays a significant role in online learning (Gunawardena et al. 2003), Sanchez and Gunawardena (1998) suggest that to meet cultural variations and individual learning styles, the best strategy would be to provide as many alternative activities as possible to achieve the same goal of learning. A reflective curriculum should bring in and also build on the context of professional practice, the expectations of renewed professional practice, the perceptions of the participants, and grounding of the content in the existing professional experience of the CoP. Cultural pluralism can be addressed by bringing in a variety of values, social roles and networks, diversity within the CoP and diversity in perceptions of learning and learning styles.

- 5) *Online CPD Framework*: The design, nature and implementation of Online CPD should enable the participants to clarify what aspects of development they wish to engage in. This also provides clarity to both mentor(s) and participants on what experiences to be brought in, and what tasks and reflective practices one will be engaged in within the online learning environment and within the collaborative project of the CoP. Presentation of the CPD framework a priori facilitates discussion and buy-in of the concepts and practices at the beginning stage. It also helps in building a common understanding of the key concepts and phrases used, particularly to clarify the conceptions of learning on which the framework is based.

Learning activity tools

The function of these tools is to enhance learning, and, thus, all components included can be treated as learning activities. However, within this category, we group a set of activities as learning activity tools primarily because these are related to development of new knowledge and skills that a professional would like to undertake during his/her professional practice. These tools are:

- Module (in different formats: HTML, PDF, MP3 etc)
- Activity: Self-assessment questions (SAQs) and tasks
- Activity: Assignments
- Activity: Cases and community projects
- Action research
- Reflective journal

The learning activity tools are what Chacon (1992) emphasized as 'information processing' mode of computer use in distance education. These tools help the reflective practitioner to learn with the principle 'I learn by doing', which means that the user actually interacts with the resources to read, interpret and reflect to develop his/her own conceptions of the subject matter.

- 1) *Module*: Course modules are important ingredients of online learning and reflective engagement. The framework of AMOEBA (adaptive, meaningful, organic, environmental-based architecture) for online course design given by Gunawardena et al. (2003) should be extremely useful for developing content and designing learning activities. The varieties of choices to be provided in the module design include: language, format, communication, activity, methods, and knowledge construction. These also need to be embedded into the existing content and experience of the professional community of practice, and bring in reflection to the forefront of self-study and group discourse. While the instructors or mentors or instructional designers may bring in their views of the world and means of acting within it to the design of learning materials (Gunawardena et al 2003), they have also to guard against any such bias as well as their own views on what the real world would look like for pre-authentication of materials (Petraglia 1998). Besides selection and presentation of module content, each module may list its goals, study guide, assignments and reflective activities, and their linkage to various online tasks relating to self-study and the community of practice. The modules may be made available as HTML web pages, Acrobat PDF files, MP3 files and multimedia formats such as Flash.

- 2) *Activity: SAQs*: The self-assessment questions (SAQ) or activities are

meant to engage the participants in writing down responses to the given questions, and examine against the given content if they have understood and assimilated the important concepts. The participants may like to post the responses to the mentor for comments and guidance. However, this is essentially a facility that helps the user to develop mastery learning of the concepts through continuous drill and practice. The system provides automatic responses based on user intervention with self-assessment questions.

- 3) *Activity: Assignment:* Assignments for working off-line and discussing online may be designed in a manner that encourages critical reflection, transformative learning, and reflective practice. Such tasks, based on existing professional practices in-context, i.e. practices, beliefs, and expectations that the mentor puts to test by asking thoughtful questions, encourage reflective experience; put the participants to engage in reflective inquiry, among others.

Assignments may also include literature survey and review, critique on each other's work or selected articles of important practitioners and researchers. Such an exercise may involve summarising the materials (individually and in groups), outlining the main points, arguing for or against, generating questions for discussion and deeper learning, establishing relationships of concepts and meanings, deriving problems and issues, and even undertaking a critical incident analysis (i.e. revisiting already learnt or experienced concept or event). All these provide reflective atmosphere and also generate reflection.

- 4) *Activity: Cases and Community Projects:* This refers to the collaborative projects undertaken in the community of practice, and is strongly linked to the transformative learning goals for the online learning community. Opportunity is provided for joint exploration, critical evaluation of existing practices, reflecting on new possibilities, and further developing projects and action plans that intend to improve professional practice. This also involves exchanging resources, sharing knowledge, challenging contributions of others, monitoring each other's work and progress, and working towards a joint product. This part of the activity, which takes place offline, needs to be comprehensively integrated with online collaboration and discourse, and should together articulate further reflection and therefore enhanced professional practice.
- 5) *Action Research:* It has been well articulated by van Halen-Faber that "A learner whose learning is personal and reflective exists happily within the framework of the constructivist view of teaching and learning. It is not surprising that for educators who embrace the constructivist paradigm, terms such as critical reflection, transformative learning, and reflective practice are familiar" (1997 p.51). Action research, based on existing professional practice, facilitates reflective practice. Working and reflecting on the ongoing professional activities on-the-job, activities of clients/students, the dynamics of interpersonal relationship and group dynamics, the style of administration and management—all provide opportunities for critical reflection-on-action (Schon 1987). Action research must be based on a social practice for investigation, inter-relationship and self-criticality of the stages of research cycle, and involvement of practitioners in the process of research (Carr and Kemmis 1986). Action research projects may follow the steps of planning, acting, observing, and reflecting within each cycle (Kember et al. 2000).

6) *Reflective Journal*: Practitioners may be encouraged to engage in narratives in terms of telling stories of their experiences. "With each story retold, the narrator grows and develops...New meaning arises out of old experiences" (van Halen-Faber 1997 p.52). Writing-to-learn facilitates professional growth. Journals can be in the form of logbook, diary, workbook, reflective writing, or even progress profile, written/maintained over a period of time. Looking back into the reflective journal provides opportunity to connect ideas, find coherence, and derive deeper meaning. One frees oneself and finds one's voice while writing; it is meta-cognitive since it involves self-inquiry. Online reflective journals can take the form of a "blog" or "weblog". Blogs are used to encourage writing, and being available to a wider community than a discussion forum. The accessibility of blogs make them very motivating for the users. Blogs are like personal websites that any user can create without going through the hassle of knowing HTML codes and daily updating. Users of the blog can even receive updates through the use of RSS (Really Simple Syndication) or news aggregator (Hernandez-Ramos 2004). According to Roberts (2003) plain text blogs are perfectly adequate to promote reflective practice. Mishra and Jain (2002) used online diary as a tool to promote reflection amongst practitioners of resettlement and rehabilitation. Qualified mentors provided feedback on the online diary (i.e. on reflections) prepared by learners at different point of time during the programme. Hernandez-Ramos (2004) also concluded that reflective journal writing provides the instructors an opportunity to peep into the mind of the student practitioners and assess the degree to which they are making progress towards their learning goal. Being a personalized area, practitioners also develop pride and confidence in showcasing their learning to others.

Interaction and collaboration tools

The Internet and World Wide Web (WWW) have become significant components of education particularly due to the opportunities they provide for interaction and collaboration. Two types of interactions are possible on the Internet based on 'time'. Interaction can be synchronous (i.e. it occurs in real time) or asynchronous (where there is a time lag between sending, receiving, and replying). Because of these tools, the online learning environment promotes collaborative learning, where participants work together online to solve complex problems and complete authentic tasks (Reeves et al. 2004). Research shows that students learn more and had favourable attitudes towards learning when working in small collaborative groups than in either technology-mediated learning environment or traditional classrooms (Lou et al. 2001). Research by Jung et al. (2002) on interaction in web-based instruction showed that the social interaction group outperformed the other groups, and the collaborative interaction group expressed highest level of satisfaction with their learning process. Findings of this study indicate that web-based courses should incorporate various types of interaction including social, collaborative and academic interaction. Salmon (2002) referred these interactions as e-tivities that can be organized through both synchronous and asynchronous technologies. According to her, e-tivities are purposeful to motivate and engage the participants in serious learning. We included the use of the following seven tools in the online resources framework:

- Email
- Discussion forum
- Online chat

- Participant corner (social)
 - Wiki
 - Web-based video conference
 - White-board
- 1) *Email*: Email has become a de facto standard in interaction and collaboration. The system should provide internal email facility to provide mail to the mentor, individual participants and also to all as a group. It would be further useful, if the internal email can also handle attachment of files. In an earlier study, Watt (1995) reported that teaching through electronic mail should be supported by other communication media, and it is useful to send course materials to the participants and do large mailings quickly.
 - 2) *Discussion Forum*: Students are expected to share experiences, negotiate meanings, and construct knowledge within discussion forums (Moore and Marra 2005). Online discussions can play a critical role in web-based courses by helping learners to construct knowledge (Jeong 2003). Discussion forum encourages and engages, through teaching, cognitive and social presence, reflection in participants for higher order thinking and critical reflection. Owen (1993) writes, "Asynchronous communication is, in my view, essentially reflective and responsive communication...Capturing, or downloading the electronic text for reading off-line, or in printed form, for instance, is something we encourage our students to do so that they may feel free to contribute to whatever ways they find appropriate and at times when they feel it is appropriate as well. I believe this happens best when people have had a chance to reflect on their experience, consider the language they would choose to express their ideas, and compose their ideas to their own satisfaction" (p.141). Sometimes, the participants may be encouraged to initiate, lead, and conclude asynchronous discussion on self-chosen topics. This provides more opportunity for deeper thinking and self-reflection. Discussion forums are generally meant to motivate for self-study, have a group feeling, and an opportunity to express one's ideas and views and also to critique those ideas. LaPointe and Gunawardena (2004) concluded that through online discussion forums, classmates shared experiences and interpretations. They encountered differences, which resulted in a zone of proximal development (Vygotsky 1978) and served as the scaffolding to help students clear their confusion, learn more and gain new understandings. However, using personality type as analysis, Lee and Lee (2006) emphasized that extrovert learners participate in discussion forums actively as they tend to enjoy learning with cooperation and through cooperative problem solving. They suggested that group formation in discussion forum should take into account participants' personality, and a mixed group is preferred than a coherent one.
 - 3) *Online Chat*: Since chatting is online and in real time, such a facility may be utilized to understand each one of the community better, and for instant dialogue and clarification on each other's understanding/perception of the same phenomenon. Online chat may both precede and succeed a discussion forum. Chatting can be used effectively as tutorials on one-to-one basis or in a group situation. However, if the participants are from different time zones, it becomes difficult to organize. Some participants also feel uncomfortable with chat due to inadequacy of language of discourse or in effective use of technology

(such as typing speed) (Mishra and Juwah 2006). With the availability of VOIP and “Skype” technologies chats can also be organized using audio, and thus participants can organize audio conferences in a real-time situation thereby discussing, debating and reflecting on a topic. Reflective online resources for online professional development

- 4) *Participants’ Corner*: This provides an opportunity to each of the participating professional to place one’s views, ideas, further comments, critical reviews and even full article in the corner. Participants have full freedom to interact with each other, and exchange ideas and construct/negotiate knowledge/meaning, irrespective of whether or not the mentor contributes to the debate. Many a time the participants’ corner also serves as a social meeting point that enhances participant interaction. Jacques (1991) identified a list of social functions that can be accommodated within the online forum. These social functions are: encouraging, mediating, gate-keeping, following, relieving tension, initiating, information seeking and giving, clarifying, elaborating, coordinating, orienting, testing and summarizing. The informal environment provided by the participants’ corner without the overseeing of a mentor would create conversation, commitment and greater enjoyment for the learner (Maor 2003). Research by Gunawardena and Zittle (1997) show that students engage in various activities online to also enhance their socio-emotional experience.
- 5) *Wiki*: Wikis are like a combination of a website and a word document. Without the knowledge of HTML the users of wiki can even edit the content. Thus, users can add, delete and edit content on a wiki site. Therefore, wikis are excellent tools for collaboration in an online environment (Augar et al. 2004). Wiki gives real power to groups to collaborate and work on content using a standard web browser. An interesting aspect of wiki is that while the latest version is visible after editing/deleting the content the older versions are also archived and can be retrieved if and when required. Thus, the progress of a group project can be tracked and the involvement of each member can be assessed. Cress and Kimmerle (2008) demonstrate that individual learning happens in a wiki due to internal processes of assimilation and accommodation, whereas changes in a wiki happen due to activities of external assimilation and accommodation leading to collaborative knowledge building.
- 6) *Web-based Video Conference*: The use of full motion video to see and hear two or more persons in two or more locations is referred to as video conferencing. It could be delivered through two types of technologies: Internet Protocol (IP) based, and Integrated Services Digital Network (ISDN) based (Acar 2007). It could also be room-based or desktop-based. However, with the growth of Internet and WWW, the use of desktop IP based video-teleconferencing has increased in education to provide synchronous visual inputs. Web-based video conference promotes reflection through synchronous communication, narratives, debriefings, one to one and group supervision, etc. It allows partnerships among peers, exchange perspectives and gain understanding in a collaborative manner (Daley et al. 2008). However, video conferencing sessions are often critically dependent on the expertise of the facilitator, who normally retains the control (Hedestig and Kaptelinin 2005). In a study on success factors in videoconference mediated instructions, (Selim 2005) concluded that technology reliability, learners’ perceived usefulness of the system and learners

benefit in terms of grades, and course work quality improvement are critical to the success of video conference. In a recent study, Stafford and Lindsey (2007) concluded that the Internet enabled videoconferences appeal more to socially-oriented students that they do to students with a low social orientation. Fung and Woodruff (2003) after analysing the use of digitized video for professional development of teachers concluded that teacher's professional frames: content (subject matter expert), form (teacher-technician), pedagogy (master teacher), and media (video producer) allow them to look at video from different perspectives. Thus, the use of videoconferencing for CPD would be highly useful for promoting social presence, reflection and collaborative learning. Also, it is important to note that costs are lower for IP than Asynchronous Transfer Mode (ATM) based videoconferences (Acar 2007).

- 7) *White Board*: The use of electronic whiteboard in conventional classrooms is probably the most significant change in classroom learning in the last decade. But, in spite of increased motivation of teachers and students in the classroom there seems to have little measurable impact on student achievement (Higgins et al. 2007). On the web, white board is primarily used as an 'add on' to the synchronous videoconferences to create virtual classrooms. The use of 'whiteboard' or a 'scratch pad' along side the synchronous communication system allows all participants to see each other, talk to each other, and permit them to share the whiteboard to draw, write and present prepared materials from multiple sites (Plagemann and Goebel 1999). Thus, it creates a classroom like familiar situation both for the students and the teacher. The visual medium can promote reflection through collaborative interaction, brainstorming sessions and group project work in real-time mode. It is also successfully used in collaborative course development (Tsai et al. 2006). Using the synchronous whiteboard, instructors in a medical education scenario could spontaneously interact with the students. The study showed that the final mean scores for both the on and off-campus students were similar. This result leads Oz (2005) to recommend the use of synchronous broadcast lesson over the Internet as a useful technique for teaching medicine to remote places. Beaumont-Kerridge (2007) described a system of synchronous conferencing system with whiteboard (Voice Internet Protocol Extended Reach, VIPER as commercial name) and reported the evaluation of the system as more engaging due to visual appeal, interaction and the web-browser capture facility. Thus, as in the use of videoconferencing, whiteboard can also be an important resource for collaboration and reflection in online professional development.

Support tools

In so far as professional development is concerned, everything that has been proposed in this framework can also be considered as support tools. However, within the context of the framework and a specific continuing professional development programme delivered online, it is essential that some specialized support mechanisms are in-built to address the needs for adult, isolated and independent learners. The online environment demands high self-direction and autonomy of the participants to take responsibility of their own learning, but they may need assistance in achieving this skill (McLoughlin and Luca 2002). Williams (2002) identified three levels of support to implement online courses successfully:

- Provision of good technical support;
- Training in new technical skills and familiarity with new learning environment; and
- Understanding and accepting new ways of learning and teaching.

The support or scaffolding techniques used online are build into the technology so as to elevate the learners' cognitive level and develop skills necessary for efficient operation of the system (Bellefeuille 2006). In the online resources framework, we considered the following as support tools:

- Mentor support
- Technical support
- Web resources
- Search engines
- Online dictionary and thesaurus
- Netiquettes and emoticons

- 1) *Mentor Support*: While the mentors provide support to enable participants to further reflect on their learning, they themselves also need training on experiencing personal and collaborative reflection and building CoPs (Salmon 2002). Salmon's work (2000) provides comprehensive guidelines on how to organize e-moderation. The mentor must ensure that some participants who are able to personally reflect but may not post messages are encouraged and enabled to do so. Also, mentor support should ensure that not only are participants able to engage in reflection, but more importantly that they use reflection for further enhancing their learning towards in depth meaning making and transformative learning (Moon 1999). As Orsini-Jones and Davidson (1999) point out, this is possible only when the mentors are also engaged in reflective practice. One most important aspect is to recognize the difference between reflecting while working online, and more possibility of reflection while downloading material, resources and messages, and working offline. The latter is most significant in enhancing reflective participation and reflective practice. Sinclair (2003) reported that for successful mentoring online, it is important to engage with the principles of mentoring, use set of authentic activities and assessment tasks that encourage higher order thinking (reflection).
- 2) *Technical Support*: This section provides for all kinds of help required to take care of technology use in online learning itself. This is highly significant, as many adult professional practitioners many not feel comfortable with technology. Therefore, the technical support section clearly informs the users about the technical requirements of the user computers and how to get in touch in case a problem arises. There should be 24 X 7 online supports through telephone, email and possibly through real-time audio-chat through "Skype" or any other VOIP technology. Technical support is essentially a user guide page to which participants can refer for troubleshooting.
- 3) *Web Resources*: The web resources are in fact additional links to a variety of web-based literature relating to the topics of study/discussion, which the participants may like to draw on depending on their level of difficulty/discourse. Web resources provide additional opportunity for self-study, self-analysis, and self-reflection. These resources may also

include links to resources on the methods (e.g. distance education, online), CPD strategies, links to professional development associations and organizations, and literature databases and online libraries. The system may be such that participants can add new resources into specific categories with annotations/comments of their own and others to reflect on their usability in different contexts.

- 4) *Search Engines*: Empowering users to search the web is an important aspect of developing independent online learning. The abundance of information available on the WWW makes it difficult for the online learner to differentiate authentic and useful information and those that are not. Exposure to current, authentic information available through websites can provide students with environments that support inquiry-based and constructivist learning (Oliver 2000). However, research indicates that students' ability to use hypermedia based information systems are influenced by factors such as prior knowledge and self-regulation

(MacGregor 1999). The participants may know how to navigate and surf the Internet, but they may also "lack strategies necessary to efficiently and effectively negotiate the reams of available information" (MacGregor and Lou 2005 p. 162). In the online resource framework, we emphasized this aspect to facilitate the process of self-regulated learning on the net (Rogers and Swan 2004).

- 5) *Online Dictionary and Thesaurus*: A link may be provided to existing online dictionary and thesaurus on the subject and common dictionary on languages. This may also include links to subject specific glossaries and handbooks available online.
- 6) *Netiquettes and Emoticons*: Online netiquettes are important rules and regulations to be followed for a clear, convenient, easily communicable, understandable, and safe online communication. These are essential to avoid misunderstandings and undesirable discussions on the Internet that may affect learning (see <http://www.onlinenetiquette.com> for more details).

Part of netiquettes is also about effective use of emoticons. The online resources framework also includes all kinds of emoticons that can be used by the participants and the mentor to symbolically express their feelings, attitude, emotions and perceptions in a text-based communication. Emoticons are used mostly for computer-mediated communications (e.g. email, discussion groups) (Walther and D'Addario 2001, Krohn 2004). Sixl-Daniell and Williams (n.d.) emphasize that the use of paralilnguistic cues such as emoticons are highly useful to avoid miscommunication in multicultural settings.

Analytic tools

In order to review progress and improve professional practice further, it is necessary to critically analyze the learning process itself. We believe that the analytical tools suggested in the framework would facilitate both formative and summative evaluation. These will also help the participants to assess themselves and receive feedback from their mentors on how they are progressing. Being online, it also has the advantage of showing the progress of the participant over a time period and in comparison to others in the group.

We suggested the following analytic tools:

- Model evaluation
 - Module evaluation
 - Teaching evaluation
 - Satisfaction
 - Process reflection
 - Learning assessment
- 1) *Model Evaluation:* This provides the participants with the opportunity to individually and/or collectively evaluate the online professional development model adopted in the whole programme, and to provide feedback based on their critical reflection of the entire process on what worked and what didn't, and what needs to be improved upon. This may also be undertaken at various stages of the process; and involves the participants not only in critiquing the design of the professional development programme, but also to self-reflect as to how they would like to perform in their role as professional developers. Regular web-based surveys are recommended for this purpose.
 - 2) *Module Evaluation:* This provides space for evaluating various aspects of the modules—content, presentation, activities, and others—so that the modules reflect current knowledge and practice. This may provide opportunity to orient the modules to individual and group needs on-the-course, and further enhance reflective interaction by self and in groups online as well as offline. It is important to provide continuously data on the usage and performance of the group on the module activities. This will allow individual participants to reflect on their own involvement and progress.
 - 3) *Teaching Evaluation:* This allows the participants to evaluate and critique the design and teaching presence in the online learning environment, as also the processes of community of practice. The aspects of teaching presence include macro level instructional design and organisation, facilitation of discourse, and direct instruction (Garrison and Anderson 2003). In place of 'teacher presence', the authors have used 'teaching presence' to include even students as online moderators. Critiquing by the participants may focus on identification of ideas and concepts, conceptual ordering, organisation of learning activities, diagnosis of misconceptions, and guiding discourse.
 - 4) *Satisfaction:* This is essentially the summative evaluation of the CPD programme at the reaction level. Learner satisfaction significantly influences the way they perceive the learning tasks and the process of reflective and transformative learning as worthy and productive. This space provides for ascertaining through questionnaire and other approaches the extent of individual participant's satisfaction as also what needs to be done to involve them in the process. It may be noted that learner satisfaction must be a well-informed reaction from the participants.
 - 5) *Process Reflection:* It is important that both the mentor and the participants themselves reflect on the process of reflective online collaboration. While this is a process which the mentor needs to encourage and ensure at various stages of the asynchronous discussion/conferencing, at this stage, the mentor can provide the participants

analysis of reflective discussions for further individual reflection. The computer program COPE or Discussion Explorer (<http://www.scolari.co.uk>) described by Salmon (2000) for analyzing reflections in online conference would be extremely useful for this, so also the critical incident reporting described by Galbraith (1992). This in a way is reflection on reflections, which could refer to Schon's (1987) reflection-on-action.

- 6) *Learning Assessment*: The use of the online resource framework for CPD shall be highly effective, if the users of the system can also know for themselves the extent of their learning through online systems that can assess participants' learning. This may have mentor intervention to provide specific inputs related to reflective learning and transformation. Every participant should be able to take unit-end or term-end exercises online and their performances may be available for comparison with that of the group. Macdonald (2004) identified use of three different incremental approaches to assessment of online learners (viz. assessment to create e-learning opportunities at critical points, assessment to support the development of e-learner, and assessment in which e-learners participate) depending on their levels of comfort with the online environment. She emphasized that the online assessment should be designed to encourage participation.

Formative evaluation

The frameworks of Online CPD (Panda and Juwah 2006) as also the 'Online Resources' based on review were subjected to anonymous peer review by experts teacher educators. Eight experts responded/provided their comments on online resources under three heads – the framework, design of online resources, and the media mix – which are collated and presented as follows:

The framework

The online resources framework for online CPD included the role of reflection in online constructivist professional development in which community of professional practice, culture, and online learning community play important roles. These, collaboratively, contribute to bringing reflection to the fore for individual and group construction and negotiation of meaning. Therefore, reflection needs to be facilitated to further enhance learning towards meaning making, transformative learning and development of professional identity. It was suggested by the reviewers that the role of reflection should be categorically linked across online learning community and community of practice, as also across internal construction and negotiation, and social construction and negotiation. Further, the situatedness of the context needs to be established and linked to individual cognitive structure, community of practice, and the role of culture in online learning community.

Design of online resources

The review of resources design presented in this paper included largely the design for online learning community, but also linked to individual activities and reflection, as also activities to be undertaken offline by the community of practice. It was suggested that the design was appreciated in the sense that it combined individual learning, learning in online learning community, and collaborative group work in the community of professional practice very well. However, the activities further needed to be linked, with the help of concrete examples, to each other and to establish

the respective reflective practice as well as their combined effect on development of professional identity and therefore professional practice.

Media mix

It was pointed out at the stage of needs analysis (Panda 2004b) that it would be more effective and efficient if content is provided as multiple media on CD-ROM, DVD and web based. Also, both mentor support and peer interaction should be provided online for ease of access and convenience. This is also supported by a recent study on online learners of information technology (Dikshit et al. 2003). It is important to note that mentor and peer support are of equal value and importance both online and offline for CPD within the CoP.

Conclusion

Developments in the web technology including the semantic web and Web 2.0 today provide educators and teachers enormous possibilities for individual engagement and group collaboration. Availability of open education resources under common licensing makes provision for access to free content unimaginable a few years ago. Differences in cultural, linguistic and individual learning style suggest that learning development resources need to be effectively designed to promote reflection and reflective practice. The resources, processes and activities in both the contexts of individual and collaborative reflection as well as at online learning community and offline community of practice need to be converged to establish smooth horizontal and vertical mobility in learning and professional practice. The consideration of the process is, therefore, of greater importance. Transformational learning and/or perspective transformation being the end goal of professional development, process design is the centre of such exercises. A recent work (Gunawardena et al 2006) on development of online wisdom communities (WisCom) based on two cycles—cycle of inquiry for module design, and spiral of inquiry for programme design—which foster development, innovation and support may form the reference point to work towards designing such processes especially in contexts of ill-structured knowledge domains. A point of crucial reference is the design of learning activities within online resources which can foster and promote reflection and reflective practice. Reflection has been considered as “individual reflective restructuring in thinking” (Gunawardena et al. 2006 p.223) at the fourth stage of the process before one reaches the final stage of negotiation/preservation. A core frame of pedagogical analysis within which reflection in online professional development can be located may be the ‘technological pedagogical content knowledge (TPCK) of Koehler and Mishra (2008). The TPCK goes beyond the individual knowledge of the components of content, pedagogy and technology; rather they are weaved together, and the “solutions lie in the ability of a teacher to flexibly navigate the space defined by the three elements ... and the complex interactions among these elements in specific contexts” (Koehler and Mishra 2008 p. 18). Therefore, what the teachers and online facilitators require is cognitive flexibility for establishing relationships and understanding context-specific solutions. Online learning and online resources encompasses all the three – content, pedagogy, and technology – as also the teachers and students as human beings. These resources designed reflectively could lead to their effective contribution individually as well as collectively to enhancing professional practice. Further research is needed in-context to establish the effectiveness of the reflective online resources designed using the five tools discussed in this paper.

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Experiences**

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UNIT 3 TRAINING AND STAFF DEVELOPMENT FOR DISTANCE EDUCATION: A STRATEGIC PERSPECTIVE

Note:

This paper by Bernadette Robinson was originally written by way of an introduction to "Training and Professional Development of Distance Educators: a resource book of articles" published by the Commonwealth of Learning (COL) in 1997. Robinson has raised some basic issues related to staff development in distance education in general. An understanding of the issues discussed here will help formulate your own strategic perspective and plan for staff development in your organization. After having gone through this paper, you could try to relate as many relevant issues raised here to your situation and see at what stage your organization is, with regard to staff development.

Introduction

The need for training and professional development for staff has received growing acknowledgement as open and distance education has expanded, diversified, made use of an increasingly wide range of new technologies and established itself as a legitimate field of study. There is now greater understanding of training needs and the role that training can play, especially in the achievement of good quality. Despite this, training for distance educators is still seen largely as a cost, not an investment. It has frequently been given low priority in organizational plans and funding allocations. Furthermore, even when training has been provided, organizations and projects have not always been ready enough to utilize the new learning. This means that opportunities for capacity building are lost.

One problem, especially in developing countries, is the lack of information on training and staff development. Information can be difficult to get, since the literature is scattered across a range of sources. This resource book should help solve that problem. It contains a substantial collection of papers drawn from journals, books and reports on distance education in several countries.

This book has three main aims:

- To improve access to information about staff development for distance education;
- To share experience, illustrating a range of contexts and practices;
- To identify key issues for consideration in your own particular context.

The papers provide a rich collection of experience in developing staff for open and distance learning. They cover key areas of operation in distance education:

- Planning, Management and Administrative (Section I);
- Course Design and Development (Section II);
- Using Technology in Distance Education (Section III);
- Student Support and Tutor Training (Section IV);

They describe a broad range of practice, provide case studies and illustrate a variety of approaches. They also identify problems and issues for debate and describe difficulties that you may be familiar with in your own context, whether your organization is large or small, a permanent institution or a time-limited project. So far, relatively little research has been done on training and staff development in distance education.

This introductory chapter has two main aims:

- To provide a brief orientation to staff development in general;
- To highlight the strategic perspective and organizational context, as aspect which is sometimes neglected.

Lessons from experience

The papers in this book contain useful lessons from experience so far. They illustrate a diversity of training needs and highlight the concerns that revolve around the task of providing staff development for distance educators—a term which encompasses a variety of roles.

Diversity of training needs

The practice of distance education generates a variety of roles needs. Staffs are often required to learn new work practices and skills. As the following papers show, individuals and groups have to:

- Take on new roles, especially in countries where distance education is unfamiliar;
- Adapt to new ways of teaching and communicating;
- Use new technologies which alter familiar processes of teaching and communication;
- Manage dispersed and decentralized organizations or complex processes;
- Be responsible for supporting learners at a distance;
- Develop better skills in teamwork, co-ordination, and the management of schedules and records;
- Take on unaccustomed roles as trainers.

The papers also describe experiments in collaborative (sometimes international) for staff development and the growth of professional academic courses (at Diploma and Masters degree level) as distance education has become a field of study in its own right. These diverse training needs require a variety of provision, which immediately raises issues of resourcing (financing it and providing good trainers) and selecting priorities.

Categories of staff

The papers here identify the broad categories of personnel requiring training. Around these a coherent policy and programme for staff development has to be constructed. The categories can be grouped as:

- Newly-appointed staff, whether full-time, at the centre (headquarters) or in the field, needing routine induction and orientation to open and distance learning in general;
- Individuals or groups of staff taking on new responsibilities and roles, or staff in traditional institutions adapting existing knowledge or skills to open and distance education applicants;

- All staff periodically, to ensure the maintenance of skills and standards and their continuing professional development as individuals and groups;
- Staff (individual and groups) who face specific changes in their work as a result of change within the organization as a whole (changes such as the introduction of new systems or new technology).

The following papers identify the common core skills and knowledge needed by all staff working in distance education as well as specialist skills and expertise. 'One-shot' initial training is seen as inadequate. Instead, training has to match the changing needs of individuals, jobs and groups. A coherent programme of provision for staff is seen as important though not always achieved, even by established institutions. There are several possible reasons for this: lack of resources, weak commitment, or low priority and value placed on it. However, regional and national collaboration and resource-sharing offer potential for overcoming at least some of these problems, as a few of the papers illustrate.

Concerns

The papers reflect a number of concerns and contain useful lessons for planners and trainers. They highlight:

- The difficulty of getting institutional commitment and resources, particularly (though not exclusively) in developing countries where resource (financial and human) may be very scarce;
- The inconsistency in training and staff development provision within organizations;
- The slowness of organizations in general to develop staff development policies and plans, particularly for part-time support staff and field-based staff, and the political nature of such activities;
- Weak integration of training with institutional policy and plans to avoid piecemeal or ad hoc provision;
- Uncertainty about where best to locate the responsibility for staff development within distance teaching organization;
- The status of training and perceptions of its value (some staff do not recognize the need for it, so they resist it; some managers do not support it).

These concerns point to the need for improvement in three respects at least: the status of training and staff development activities, more coherent planning at an organizational level and better use by institutions of the learning resulting from training. Unfortunately, the following situation at a mature distance education institution is still not uncommon:

'It has no existing institutional staff development policy or plan, either for central academic or regional staff (full-and part-time)...there does not appear to be a budget for staff development and training; the finance for each event has to be negotiated separately...At present each regional office has its own arrangement for tutor training but no agreed national policy or system in place. The quality of training available for tutors is therefore variable, dependent on local circumstances...'(From a consultancy report by the author).

One way of addressing some of these concerns is for distance education organizations and projects to adopt a more strategic perspective on the role of training and staff development. The rest of this chapter examines this approach.

A strategic perspective on training

'Strategy' is the means by which an organization chooses to reach its objectives. The term comes originally from military stage and usually refers to a thought-out plan of action or a consciously formulated policy for achieving an objective. But it can also mean the posture or stance an organization adopts to its staff, structure, operations, competitors, students, the processes of learning, the public, the wider world of education around it and to itself as an organization. Strategic decisions are those which significantly affect the organization's ability to achieve its objectives (an organization also makes decisions in the normal course of functioning which are not strategic). Strategic management is the process of managing change to reach an organization's objectives (Bowman and Asch, 1987). Where is training and staff development located in this? Unfortunately, and especially in higher education, training is sometimes seen by senior managers as peripheral to the achievement of institutional objectives rather than central to it. The role of training in achieving institutional objectives in distance education is too often underestimated, partly because open and distance education is seen as just a small variation on the practice of traditional forms. How can this view be changed? What is meant by training and staff development any way?

What is training?

Though a convenient short-hand term, 'training' is regarded by some as too narrow to describe the range of learning involved in training experiences or in continuing staff development, education and training, for example:

'Development is the all-important primary process through which individual and organizational growth can through time achieve their fullest potential. Education is a major contributor to that development process, because it directly and continuously affects the formation not only of knowledge and abilities, but of character and of culture, aspirations and achievements. Training is the shorter-term, systematic process through which an individual is helped to master defined tasks or areas of skill and knowledge of predetermined standards' (Stewart, 1988, p.5).

Though defined separately here, these are in practice overlapping categories. Also, they are difficult to divorce from their organizational contexts. 'Training' involves changes and development in knowledge, skills and attitudes in work groups as well as individuals. Staff development includes the institutional policies, programmes and procedures which provide staff with the means of meeting their own and their organization's needs in carrying out their work.

Traditionally, in educational institutions, training has most often been seen in terms of benefits to individuals whereas, to improve organizational performance, it has to become more closely linked to organizational goals (such as providing all students with timely and useful feedback on assignments, or producing self-study materials or radio programmes to defined standards). If seen only in terms of individual benefits, training provision may lack coherence and result in a programme composed of *ad hoc* events. Some individuals may do very well from this kind of approach, others will do badly, missing out on any share of the training resource. In

any case, minimum standards for training provision and individual entitlement across the organization as a whole will be impossible to achieve. Some definitions of training therefore highlight the connection between individual learning and organizational effectiveness, seeing training as: 'any organizationally initiated procedures which are intended to foster learning among organizational members in a direction contributing to organizational effectiveness' (Hinrichs, 1976, p.211).

Such definitions of training combine the following key notions:

- Training is a systematic process with some planning and control rather than a wholly random learning from experience or randomly chosen learning events;
- Training is a way of changing the knowledge, skills and attitudes of people as individuals and groups;
- Training aims to improve performance at several levels: the individual, the work group and the organization;
- Training should be aligned to organizational goals as well as individual needs.

However, a perennial tension exists between institutional and individual needs in staff development, as is reflected in polarities in the literature generally on staff development. There is a view that 'Adults are not "human resources" for organizational efficiency. Organizations are resources for human development' (Mezirow, 1984, p.226), so staff development, as a consequence, should cater for individual differences and interests. Staff development directed wholly to organizational goals is seen as a form of managerial control development at only one or other end of the institutional-individual continuum is likely to be ineffective. An appropriate balance between the two is needed what is 'appropriate' will be defined by the context and culture.

Does training make a difference?

Many benefits are claimed for training but not all training is effective. Training can fail to achieve its purposes for several reasons:

- The trainers have inadequate knowledge and skills;
- The content is weak or irrelevant or the design and conduct of the training are not underpinned by sound learning theory;
- Preparation by trainers, organizers and institutions is inadequate;
- The wrong people or location are selected for training;
- The length of the training period is inappropriate for the objectives set (for provide practice and feedback opportunities);
- Participation by staff is intermittent (especially when workshops are provided on-site and work-demands interrupt);
- A mis-match exists between training methods used and the training goals;
- Too long a time-lag is left before applying new learning to 'real work'
- Training is provided as an activity detached from the 'real work' context or organizational realities;
- The institution has not prepared well enough to make use of the training outcomes.

Some of these failings are easier to put right than others. A training intervention (whether an event or the provision of materials) can be deemed 'successful' (having good trainers, high levels of participation, soundly-based content, well-designed learning activities or materials, positive reactions from participants, and so on) yet have little impact or transfer outside of the training situation. Why should this be? How can this lack be overcome?

Training as organizational change

The planning of training and staff development sometimes starts with the wrong set of questions, largely about the training event or activities to be provided. It needed to start instead with a set of organizational questions, put to all those involved, about organizational goals (short-term and long-term) and priorities. The overall goals of an organization and the standards for achievement of the tasks leading to those goals should determine the main training provision, especially where resources are scarce.

In aligning training effort with strategic goals, senior managers are an important element in making training effective. As some papers in this book confirm, they need to play a significant role but do not always do so. They have the responsibility for ensuring that:

- Staff development is harnessed to the goals of the organization as a whole;
- Training has status and is resourced adequately;
- A purpose, policy and plans for staff development are established;
- Needs are systematically analysed and prioritized within an institutional plan;
- The investment of time, effort and finance in training is carefully evaluated and used as a basis for planning future staff development.

This applies to large institutions involved in distance education as well as small project organizations.

Improvements in individual skills and work performance cannot easily be divorced from the organizational context in which the individual works. In my experience of leading workshops on distance education, the organizational issues surface fast when training involves the transfer of learning to 'real-work' contexts. These can present considerable obstacles. Procedures, role boundaries, communication routes, systems and other people are often affected by changes in individual work practices. The converse is also true: changes in individual work practices are affected by these things, being either constrained or enabled by them. The organizational setting determines to a large extent whether or not the training given and new skills learnt will be put to use. Organizations themselves, whether at the work-group or departmental level, play a significant role in the utilization of learning from training, either consciously or unconsciously. Putting an individual's new skills and learning to use involves other people and may be additional resources. It needs the support of a respective and prepared organization.

The organization's responsibilities in the training process

Effective training depends on more than the quality of the trainers or the training event or materials. It also depends on the organization's attitudes and response to training. The organization has a role to play before, during and after training events or courses in the following ways.

Pre-training

- Clarify the precise objectives of training and the use to be made of participants' learning afterwards.
- Selected appropriate participants
- Build positive expectations and motivation in participants; prepare the ground
- Plan for any changes that improved performance will need (such as organizational or equipment re-arrangements).

During-training

- Protect participants from job/work demands; provide adequate cover for participants' work and responsibilities during the training period.
- Show interest, possibly through contributions from senior staff to course sessions, where appropriate, and maintain contact with staff on training, particularly during long or overseas courses.
- Ensuring adequate resourcing and facilities.

Post-training

- Provide opportunities for participants to discuss the training experience with others and to identify ways in which it could contribute to work practices.
- Make a breathing space for re-entry (not presenting returnees with an overwhelming backlog of work).

As can be seen, this view of training embeds it in the organization and work context. Does this reflect the situation in your own distance education organization or project? If not, how is it different? To what extent is training linked to strategic goals in your organization?

You might find it revealing to spend a few minutes going through the checklist in Table 3.1 and thinking about your own distance education organization.

Table 3.1: How far is training linked to strategic goals in your organization?

Checklist
• Is there a training/staff development policy? Is it widely known?
• How are decisions made about training provision? Who decides? Who are consulted?
• What methods are used to identify staff development needs in your organization or project: <ul style="list-style-type: none"> – at the organizational level? – at the job level? – at the person/individual level?
• How well are these levels integrated? Which dominates? Why?
• In what direction does the balance need to change, in your view?
• How are priorities decided? On what basis?
• What is the effect of this on training provision?
• In what ways is staff development provision linked to organizational objectives?
• How well is it linked? How could it be strengthened?
• Who is responsible for this? Who should be responsible at the different levels, in your view?
• Do training objectives and programmes change as soon as there is a change in the organization's strategic decisions?
• When did this last happen in your organization? What was the outcome?

What did you find? What conclusions did you draw? What gaps or weak links did you identify? How could you strengthen the links between strategic goals and training in your particular context? What obstacles in doing this can you envisage?

Developing a strategy

A starting point for the development of a strategic perspective on staff development is gaining the support of senior management, then defining a purpose, policy and plan for training. The purpose express the general reason for it. The policy gives the guidelines to be followed in planning activities, clarifies responsibilities, identifies types of training, resources and goods. The plan explains in details what will be done to translate the purpose and policy into practical action. The defined purpose and policy together set the framework for the development of training and staff development of a training and staff development plan. Although ideally this world come after an institution-wide audit of training needs which could inform it very specifically, and modified later.

However, training may also have to be provided to respond immediately to major problems or changes. In this case a 'problem-centred' strategy can be used, where purposes and policy are agreed for a specific situation, and where planning is on a rolling and short-term basis (reviewed frequently) instead of over a longer-term span of time. The starting point for action is the same in all cases-discussion and agreement with managers and other stakeholders about the explicit purposes and policy needed to guide action.

Implementing a strategy

Whatever strategy is adopted, the same steps are involved in implementing it, as Table 3.2 shows.

Table 3.2: Steps in implementing a training and staff development plan

<p>Define and degree within the organization the general and particular needs for training (based on a systematic needs analysis).</p> <ul style="list-style-type: none">• Review possible ways of meeting needs and the availability of financial resources.• Establish what the priorities are• Select appropriate training events and interventions• Construct a coherent training plan in the light of available financial resources, in consultation with the other stakeholders.• Communicate to all concerned and build a positive climate towards training.• Prepare an evaluation approach and plan• Provide the training and evaluate its efficiency and effectiveness• Use the evaluation data to assess its impact, to improve training provision and to inform future plans.

This last step in Table 3.2 leads you back to the first one again, to start the cycle a new with more reviewing and adjusting the second time around. Of course the process of following these steps is not so clear-cut and neat in action as on paper. Agreeing training provision is likely to require wide consultation, the confrontation of vested interests and clashing claims on scarce resources. Nonetheless, the sequence offers a framework to guide a systematic approach, and lays the groundwork for a cyclical process of review and improvement over time. The next step is to set a time frame on the process and allocate responsibility for achieving it.

Identifying training needs

So far, 'needs analysis' has been mentioned several times and is referred to in a number of the following papers. This is an important element in designing effective training. However, it is often sketchily done and tends to be linked too little to priorities within the organization as a whole and to concentrate only on the individual. This can result in piecemeal provision with no clear priorities to guide choices in the face of competing claims and scarce resources.

A *training need* refers to an observable gap or discrepancy between an individual or group's present knowledge and competence and the levels or standards identified as necessary or desirable to do the job effectively. A training need should not only refer to an individual's expression of preference for or interest in a particular event, programme or training opportunity, though this tends to be the most frequent interpretation of 'training need' in an education setting. Of course, individual interest, motivation and preferences have to be taken into account in negotiating, designing and providing training programmes, but they are only part of the story. Heavy reliance on a needs analysis which is only based on expressions of job-holders wishes is likely to lead to training provision which is not well aligned to organizational goals and to the unfair allocation of resources. However, the priorities identified at the individual, job and organizational levels may coincide too.

Training needs analysis refers to the systematic process of identifying the standards of skills, knowledge and attitudes required in a job and auditing present competence to establish where and in what respects they need improving. It is also worth noting that a gap in knowledge or performance may not always be solved by providing training; other factors may be responsible, such as the organizational structure, systems, culture or reward systems. Training of itself will not solve these problems.

Training needs analysis should be done on three levels: the organizational, the job and the individual (McGehee and Thayer, 1961). A summary is given in Table 3.3 of the focus of analysis is often restricted to Level 3, that of individual needs, and fails to link these with organizational goals. A more effective strategy is to start at the organizational level (Level 1) and work towards the individual (Level 3), though diagnosis of training needs at an organizational level requires quite sophisticated skills of analysis, evaluation and diagnosis as well as access to a wide range of information.

Table 3.3: Levels of training needs analysis

Level of analysis	Focus of analysis	Sources of data
Level 1 Organizational needs	Whole organization's objectives. Pool and pattern of skills and expertise available in staff. Indices of effectiveness. Organizational climate	Staffing plan and projections. Audit of skills and knowledge of staff, identification of any shortages in terms of future plans for new systems of developments. Efficiency indicators and organizational output, Organizational climate surveys. Monitoring data from quality systems (strength of internal processes). Requests from departments and group managers.
Level 2 Job needs	Particular job or group of jobs. Tasks, skill and standards needed. Knowledge, skills and attitudes needed to achieve standards and output.	Job description and specifications. Objectives, standards and targets set and priorities identified. Work sampling or job observation. Asking the job holder and head of unit about the job.
Level 3 Individual needs	Person analysis in terms of skills, expertise and competence. Standards of performance at job tasks.	Performance appraisal and identification of development needs. Observation and work sampling. Interviews and questionnaires.

To do a comprehensive training needs analysis for a large organization can be costly and may generate an amount of data which is never used. The funds to meet the expectations raised are also unlikely to be available. An alternative approach is to identify 'priority problems', which can be assisted through training provision, and to concentrate effort around these. In arriving at decision about training, costs need to be weighed against anticipated benefits and alternative modes of developing staff.

Transfer of training to 'real work'

Even if training needs are soundly analysed and appropriate training provided, it may still fail to have an impact on what people do in their work, as mentioned earlier. Learning from training may fail to transfer to 'real work'. Much training and staff development proceeds as if knowledge and its application in the work-context are inevitably related. This is often not the case. Transfer of learning from training is not an inevitable consequence of training given.

Perhaps this can be illustrated by looking more closely at two different views about learning from training (see Table 3.4), which view do you think your distance education organization holds? What evidence do you base your conclusions on? Which view of training do you think has most chance of transferring learning to the 'real work' context?

Table 3.4: Two views of training; which is most likely to result in the transfer of training?

View A: 'Insular'	View B: 'Contextualized'
Acquisition of knowledge (the content of training given) leads to application of it in the real-work context; knowledge about skills is enough to ensure competent performance of skills.	Knowledge and mastery of skills can sometimes lead to application in the real-work context. Skills are acquired through practice and feedback on performance, and motivation to learn.
Participants on courses learn what trainers teach.	Learning is an outcome of several factors: the motivation and capability of individuals, the norms of the training methods and skills of the trainers, the climate of the organization, the support given by the organization, the perceived value of the training.
If participants apply what they have learnt, then improved results in job performance will occur.	Improvement at the job is a result of several factors: the level of individual learning, the norms and attitudes of the work group, the climate of the organization. Learning from training, if unused, often leads to forgetting or frustration or both on the part of the learner.
The responsibility for training belongs wholly to the training provider; it begins and ends with the training event or intervention.	Training is the shared responsibility of three partners; the organization, the trainer or training provider, and the learner or trainee. Training events or activities need to take place within a three-phase sequence, of pre-training preparation, training event, and post-training support.

(Adapted from Lynton and Pareek, 1990, p.6)

View A (I've labeled this the 'insular' approach) presents a 'trainer-centred' view of training, where training is isolated from the organization context. The transfer of training is seen as unproblematic yet research tells us that the transfer of training to 'real work' situations is complex and depends on a number of factors, as identified in View B (which I've named the 'Contextualised' approach).

Factors affecting the transfer of training include:

- The nature of the skills learnt (e.g., interpersonal skills transfer less well than psychomotor skills);
- The time lag between learning something and using it in a 'real-work' applied fairly soon after learning (probably within three months at the most) then there is deterioration of learning and more limited transfer. This is more true of skills based on cognitive or knowledge processes which can deteriorate markedly within a few weeks than the learning of perceptual-motor skills which persist for longer;
- The number of elements common to the training provided and the job situation (the greater the number, the stronger the transfer). This clearly has implication for the quality of preparation and material for the training event or course;

- Perceptions of the relevance and quality of the training by participants;
- The attitudes of colleagues, departments and the organization as a whole towards training.

Taking a strategic perspective, any training provided (in-country or overseas, on-site or off-site) needs to be set within arrangements for its utilization. This also requires dialogue between trainers and managers to share information and to develop joint plans. The extent of transfer of training and its effectiveness or value need to be judged on the basis of evaluation data.

Evaluating training and staff development

Evaluation plays a key role in developing a strategic perspective on training and staff development. Yet relatively little is written in the distance education literature on the evaluation of training and staff development. Though an essential part of the process of improving the quality of training,

evaluation tends to be neglected or restricted to a limited part of the training outcomes (usually at the level of participants reactions to the training event or programme). It is not often enough linked to the longer-term impact of training on 'real work'.

The purpose of evaluating training and staff development activities is to provide feedback on:

- The effectiveness of the training methods and approach;
- The extent of achievement of objectives set by the trainers and participants;
- The extent to which the needs identified at both the organizational and individual level were met and reflected in improved practice.

Key questions to ask about training

- Was the training efficient? Has the training achieved its objectives at acceptable costs?
- Was the training effective? Was the training well done and was it worth while to provide? What did it contribute to the achievement of organizational goals?
- Was it cost effective? Did it achieve most of its objectives in a reasonably economy way? Was it the most cost-effective way or were there better alternatives?

Questions about efficiency are the ones asked most often (perhaps because they are easier to answer than the other). One consequence is that training is evaluated mainly in terms of satisfaction with the event or course. However, the other questions are equally important in evaluating changes in four areas: individual learning, performance on the job, work-group change and organizational change. Stopping at evaluating the training event alone is to evaluate within a closed loop; this is because the objectives for training are also to be found in the work and organizational context which gave rise to them. So to break out of the closed loop, the evaluation needs to go beyond the training event or activity itself.

A broader approach to evaluating training and staff development is needed. If learning from training is to be viewed as a part of organizational

development, then there are four aspects of it which need to be evaluated: context, inputs, reactions and outcomes. The CIRO model (based on Warr et al, 1970) is helpful in doing this (see Table 3.5).

Table 3.5: A model for evaluating training (CIRO)

<p>Context in which the learning event takes place.</p> <ul style="list-style-type: none">• How accurately were needs initially diagnosed?• What information was used and how was it analysed to establish these needs?• Was training an appropriate solution to the problem?• Why was this particular kind of event and form chosen?• How were learning objectives selected?• What learning objectives were set? Which level of outcomes did they relate to (individual learning, performance on the job, departmental change, and organizational change)?• How does this learning event link to others in the participant's experience, and to other training events provided? Does it fit with an organizational plan for training? <p>Inputs to the training</p> <ul style="list-style-type: none">• What resources were available for the training event?• What were actually used (personnel, physical and financial resources, time)?• What were the learning structure, content, media and methods? Did these incorporate sound principles of learning?• What was the final cost?• Was the selection of participants appropriate?• Did they attend the training provided? What was the take-up?• Was this the best and most appropriate way of training? <p>Reactions to the training</p> <ul style="list-style-type: none">• What reactions to the learning event did participants and trainers have?• Was it perceived to have achieved its original objectives? <p>Outcomes from the training</p> <ul style="list-style-type: none">• Was it efficient?• Was it effective?• Was it cost-effective?
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In this model, outcomes refer to more than the reactions of participants to the learning event or training intervention. They also refer to longer-term impact and 'real-work, changes. So what kinds of outcomes should be evaluated?

Outcomes to be evaluated

Hamblin (1974) proposes a framework which lists five levels of outcomes for evaluation. This moves from the level of individual reaction to the training given, to change in practice (in the individual, the work-group and the

organization). This requires assessing the impact of training over different periods of time, short-term and longer-term. Hamblin also argues that the different levels of outcome are linked together in a cause-and-effect chain, each dependent on the success of the previous one. It is easier to evaluating training outcomes at some levels than others. For example, evaluation of training at the 'reactions' level is easier than assessing effects on the achievement of organizational goals.

Level 1 Reactions which lead to....

Level 2 Learning which leads to...

Level 3 Change in individual behavior which leads to....

Level 4 Change in the department of work group which leads

Level 5 Effects on the achievement of organization goals.

To determine the outcomes of training at each of these levels, different objectives for each need to be identified and the extent of their achievement assessed. The objectives to be measured at each level of outcomes is shown in Table 3.6.

Table 3.6: Outcomes and their measurement

Outcomes	What to measure
Reactions	<ul style="list-style-type: none"> Satisfaction with the event or course, tutors, materials etc. Perceptions of the training's relevance and value.
Learning	<ul style="list-style-type: none"> Changes in specific knowledge, skills and attitudes.
Change in work performance	<ul style="list-style-type: none"> Key aspect and improvement in individual's work behavior and job performance.
Change in the department or work group	<ul style="list-style-type: none"> Key aspect and improvements in achievement at the work group, team or departmental level.
Effects on the achievement of organizational goals.	<ul style="list-style-type: none"> Achievements of some overall organizational goal or explicit changes (including changing an organization's culture of values).

It gets more difficult and time-consuming to do the evaluation of outcomes as you move down the chain, but of course this need not be done for every single event (for example, a day's workshop or an hour's audio-conference training session). It is also difficult to demonstrate effects for complex areas of skill development which need to take place over time. However, difficulty is not an argument for not doing it. Measuring outcomes should be done on a regular but selective basis and for larger units of programmes as a whole. It is an area for research and development.

Conclusion

Training and staff development have an important role to play in contributing to the quality of distance education. Some problems in the functioning of distance education can be attributed directly to lack of training though, as the papers in this book show, there is a accumulating

experience and activity in the training of distance educators. Realisation of the value of training is growing though it still needs to be located more centrally within an organisation's concerns and viewed as a process of organizational change. Actions needed to promote a more strategic perspective on training and staff development for distance education include:

- Negotiating organizational support, particularly at senior management level, and adequate resources;
- Developing a purpose, policy and plan at an organizational level;
- Aligning training effort with organizational goals;
- Using training goals to guide the choice of training strategies;
- Developing training systems instead of isolated events;
- Widening the trainer's role to engage with the context beyond the training event;
- Evaluating training provision to assess its impact and effectiveness at several levels and to make improvements.

The papers in this book provide a wide range of ideas and illustrations of staff development in action. In transplanting ideas and practices to other countries, an important factor in their success will be the incorporation of the new and different culture. Again, the context affects the outcomes. While particular training activities and events may in themselves be effective, their organizational effects may depend for success on changes in reward structures, relationships between people and role-holders, and other aspects of the culture of the particular organization or society. The effectiveness of training is inevitably linked to the context of the organization and its culture though there are common principles of good practice.

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PART B
WORKSHOP REPORTS

UNIT 4 TRAINING OF TRAINERS’ WORKSHOP IN DISTANCE EDUCATION

Introduction

The Staff Training and Research Institute of Distance Education (STRIDE) has been conducting training programmes for the teachers and staff of the Indira Gandhi National Open University (IGNOU) and other State Open Universities (SOUs) and Distance Education Institutes (DEIs) in India since its establishment. The focus of these training interventions are in the functional areas of course design and development, self-learning material development, learner support, audio-video production, multimedia, e-learning, quality, research and other such areas. The focus is on development of job specific knowledge and skill development, and STRIDE has so far been successful in its mandate. However, there is a tremendous growth of distance education in the recent past, and therefore, training needs have also increased manifold. In view of this, there was a felt need to conduct Train the Trainers (TOT) programme on Distance Education. It may also be noted that the exiting training programmes may also require quality improvements in terms of building trainer competencies.

In the past, TOT had received some support. The first ever such initiative was “National Workshop on the Development of Training Packages in Distance Education” held from 9-19 January 1989 with the support of the UNESCO Regional Office for Education, Bangkok. Subsequent to this, an institutional TOT programme on distance education was conducted by Prof. B.N. Koul and Ms. Janet Jenkins at IGNOU from January 23-February 15, 1989, in which 11 teachers from different Schools of IGNOU and the erstwhile Division of Distance Education participated. After this, a workshop on Management of Training in Distance Education was conducted at STRIDE in 1997 for the senior faculty and Directors of DEIs. No TOT programmes have been conducted since 1997, and the present workshop from 9-13 February 2010 was organized to revisit the training strategies for different target groups such as Academic Counsellors, Course Writers, Study Centre functionaries, internal faculty, and new students for orienting them to the distance education system.

Objectives

The broad objectives of the workshop were to develop skills amongst the participants to conduct training programmes in distance education. At the end of the workshop, the participants were expected to be able to:

- identify and list the training needs of different categories of personnel in distance education;
- evaluate the existing training programmes and strategies;
- develop training design (objectives, content, strategies) for different target groups;
- plan and conduct training sessions; and
- organize training programmes effectively.

Participants in the Workshop

Participants in the training programmes were drawn from Schools of Studies, Regional Services, and STRIDE. The list of participants are given in Appendix-A. The participants were divided into five groups to work during the workshop:

- Group-1: Academic Counsellors' Training
- Group-2: Course Writers Training
- Group-3: Internal faculty Training
- Group-4: Training of Study Centre Functionaries
- Group-5: Induction Training of Students

Training Methods

The workshop design was prepared in consultation with one of the Resource Person, and we use the same for the five days with small changes as required. The detailed Workshop design is given in Appendix-A. The training programme used mostly interactive presentation-cum-discussion methods of delivery supported by group work and participant presentations. We also used video recording and playback to review trainer skills.

Course Contents

The STRIDE *Handbook 15: Staff Training and Development in Open Distance Education* was used as the major resource base for the training programme. However, as part of the training, the participants were provided with a set of Training Handbooks prepared by STRIDE to help them go through these and develop their domain knowledge on different areas of distance education.

Proceedings of the Workshop

Day 1: Tuesday, the 9th February 2010

Session 1-1: Prof. P.R. Ramanujam, Director, STRIDE welcomed the participants and the Pro Vice Chancellor to the inaugural session of the workshop. He talked about the importance of capacity building of trainers, and highlighted the TOT workshop held in 1989 to emphasize that three participants (Prof. Sinclair, Prof. Ramanujam and Prof. Murugan) of that workshop being present in the inaugural session. Prof. Parvin Sinclair, Pro Vice Chancellor, IGNOU inaugurated the workshop by sharing her experience of being trained as trainers and how it is important to also serve as a trainer after that. She expected that the teachers and academics of the University after having received training on training in distance education should be utilized. Dr. Mishra gave brief about the workshop objectives, methodology to be followed, and expected outcomes. He thanked the Vice Chancellor and the senior officials of the University to have provided the required support to organize the workshop. Participants from the Regional Services, who showed special interest in this workshop could attend the same due to the support received from the Dr. Masood Pervez, he added.

Session 1-2: After the inaugural session, the participants introduced themselves through an ice-breaking exercise of paired interaction and introducing each other to the plenary. They were divided into five groups, and the expected outcomes and various tasks to be performed by the groups were highlighted. The five group members are as follows:

- Group-1: Academic Counsellors' Training
Dr. T.R. Srinivasan, RSD
Dr. B.Sukumar, Trivandram
Dr. Ranjan Kumar, Dehradun
Dr. Jaideep Sharma, SOSS
Dr. Biplab Jamatia, SOHS
Prof. Basanti Pradhan, STRIDE (Mentor)
- Group-2: Course Writers Training
Dr. Lalita S. Kumar, SOS
Dr. Rekha Sharma Sen, SOCE
Sh. Akshay Kumar, SOCIS
Dr. Kiron Bansal, SOJNMS
Prof. Madhu Parhar, STRIDE (Mentor)
- Group-3: Internal faculty Training
Dr. Sutapa Bose, SOE
Dr. Vandana Singh, SOE
Dr. Neeti Agrawal, SOMS
Mr. Tata Ramakrishna, STRIDE Dr. Satya Sundar Sethy, STRIDE
Prof. C.R.K. Murthy, STRIDE (Mentor)
- Group-4: Training of Study Centre Functionaries
Dr. S. Raja Rao, Raghunathganj
Dr. P. Sivaswaroop, Nagpur
Dr. B.M. Agrawal, Bhopal
Dr. V.P. Rupam, Delhi 1
Dr. R. Satyanarayana, STRIDE (Mentor)
- Group 5: Induction Training of Students
Dr. S.K. Tripathy, Bhubaneswar
Dr. S. Ganesan. Rajkot
Dr. S. Kishore, Chennai
Dr. Jagdish Sharma, SOTST
Dr. Rose Nembiakkim, STRIDE
Prof. Prabir Kr. Biswas, STRIDE (Mentor)

Session 1-3: In this session Prof. Ramanujam discussed the developments in the field of Open and Distance Learning. He emphasized the need for professional approach and standards, and to treat distance education as a discipline. He gave the overview of the developments of distance education as a discipline, and how the ten courses that are part of the MA in Distance Education were created at IGNOU. He also emphasized the need for training interventions, as the basic pre-requisite to have quality in the ODL system.

Session 1-4: In the post lunch session, Prof. K. Murugan, an eminent expert and trainer in the field of distance education, presented the basic concepts of training, and the techniques and tools for training needs analysis.

Session 1-5: Participants worked in groups to discuss about training needs of the stakeholders for whom the group intends to develop training design.

Day 2: Wednesday, the 10th February 2010

Session 2-1: Group members presented the findings of the group work done on the day 1 to highlight the process that they think appropriate to follow to identify training needs, and based on their experience and discussion, what are the training needs of the specific target groups.

Session 2-2: Prof. K. Murugan in this session highlighted the importance of having a training programme document and a training design based on the findings of training needs. He emphasized that while the training programme document is like that of a concept note that forms the basis of moving ahead with training, and also the same is used for decision-making and marketing of the programme, the training design is the blueprint on which the training programme is actually conducted. Thus, the latter should have the methods and media to be used, and the strategies the trainers are expected to follow to achieve the session objectives, that need to be identified a priori.

Session 2-3 & 2-4: Participants worked in their respective groups to develop a training programme document, and a training design. The training programme document include the rationale/background of the training, objectives of the training, specific target group, duration, possible methodologies, resource persons, venue of the workshop, logistic arrangements, etc. The training design would specify the session-wise planning of the workshop in detail, with session objectives, topics to be covered, strategies, methods and media, etc.

Day 3: Thursday, the 11th February 2010

Session 3-1: Group members presented their work on training programme document and training designs to the plenary, and participants interacted in depth to refine and polish the work done in the groups.

Session 3-2: The session on training techniques and skills was handled by Dr. Sanjaya Mishra, Workshop Coordinator. Realizing that training skills cannot be presented through a lecture, he presented the session to demonstrate what good and bad presenters do through a simulated presentation on "Principles of Training". Using this session as the backbone, Dr. Mishra demonstrated the skills of a trainer, used negative trainer skills, and at the end of the session asked the participants to identify the wrong traits presented. Interestingly, participants only identified positive traits, and could not identify the negative traits that were dramatized. Majority of the participants said that the presentation was so interactive and engaging that they could not focus on the negative traits!

Session 3-3 & 3-4: Participants were given free time to prepare presentation for one session out of the training design they prepared in their group. Also, they were asked to also complete the training designs, as many were incomplete at the time of presentation. The time given was utilized by the participants to prepare their presentations in PowerPoint. Though flip charts, and other forms of presentation materials were available most of the participants only used PowerPoint.

Day 4: Friday, the 12th February 2010

Session 4-1: The full day was utilized for sharpening of the presentation skills of the participants as trainers. We used the services of the Electronic Media Production Centre (EMPC) to record individual presentations by the

participants for about 7 minutes each. The Workshop Coordinator signaled the participants at 5 minutes and the Video recording was cut at about 7 minutes. Thus, all the participants presented their presentation before the lunch and then the presentations were reviewed through playback in the post lunch session. Participants were briefed to identify on the areas that they would like their peer participant to improve. Each presenter was also given opportunity to reflect on what they did on the basis of the feedback received, without trying to defend their stand. Most of the participants believed the exercise was quite fruitful, as many from the Regional Centre do not get such an opportunity, and they believed that this reduced their fear for facing the camera. Overall, watching oneself as a trainer gave the participants the opportunity to re-think about themselves, and enabled them to understand their weaknesses.

Day 5: Saturday, the 13th February 2010

Session 5-1: This session was devoted to issues related to management of training programmes and evaluation of training. While training as a process of continuous improvement in the organization life cycle was emphasized, the session identified the important issues to be managed from setting-up the venue to identification of resource persons and preparation of training materials. It also discussed about issues related to logistics, accommodation, travel, food and refreshments. From the evaluation perspective, training evaluation should be looked from the Kirkpatrick's 4-levels of evaluation ranging from reaction to results level.

Session 5-2: Participants were requested to develop training evaluation design and tools for the programme design they worked with. They developed different tools for the reaction and learning levels of evaluation.

Session 5-3: Participants presented the evaluation design and the tools they developed for evaluating the outcomes of the workshop they designed.

Session 5-4: Prof. P.R. Ramanujam, Director, STRIDE welcomed the participants, and told about effective use of resources available at IGNOU. He expressed happiness about the level of participation in the workshop and thanked all the participants for their enthusiasm to take training to the next level at the Regional Centre. Dr. Sanjaya Mishra presented a brief report of the workshop. Though a workshop evaluation form was circulated earlier, many participants expressed their opinion about their experience in the workshop in this last session. Some of the opinions expressed are as follows:

- The workshop gave a sense of belonging and labels to what we have been doing in the University
- Learning is an unending process that covers caring and sharing. This workshop is demonstration of that
- It's a good opportunity for self-reflection
- Regional Centre academics get too few such opportunity
- The involvement level of the participant was very high
- The experience gained will be useful in conducting workshops at the Regional Centre level
- The workshop was stressful, as time available was less
- Duration of the workshop may be increased, as the expectations were high

- Interaction between the teachers at Schools and Academic at Regional Centre proved useful
- There should be a mechanism to continue linkages between the participants

Dr. Mishra proposed a vote of thanks at the end. He expressed his deep sense of gratitude to Prof. V.N.R. Pillai, Vice Chancellor, IGNOU for kindly approving this workshop. Acknowledgements were expressed also for the following:

- Prof. Parvin Sinclair for her presence in the inaugural session and interaction with the participants to encourage them.
- Prof. P.R. Ramanujam for providing the much needed administrative support as Director of STRIDE.
- Prof. K. Murugan, Director, Student Support of Tamil Nadu Open University for his support at Resource Person.
- Senior faculty members of STRIDE for their role as mentors and kind support to the participants.
- Director, EMPC and the Camera Crew led by Manoj Bhatnagar for recording and providing the playback facility on 12th February 2010.
- Director, RSD and Director of respective Schools of Studies for their support to STRIDE.
- All the administrative staff of STRIDE who worked in the background to make this workshop a success.

Evaluation of the Workshop

A workshop evaluation form was distributed to the participants. Only 22 participants returned the filled-in questionnaire. Also some responses were incomplete. Presented below the findings of the evaluation:

- What is your overall reaction to this workshop?
Excellent = 5 Very Good =16 Satisfactory = 1
- Do you feel the workshop met your expectations?
Yes = 19 No = 2
- How do you rate the workshop duration?
Just right = 7 Too short = 2 Too large = 2
- Will you recommend this kind of workshop to others interested in the theme? Yes=21 No=1
- To what extent you think the workshop was helpful in developing the following competencies? (please tick)

Competency		To a large extent	Some what	Poor	Not at all
i.	Identify and list the training needs of different categories of personnel in distance education	14	8	–	–
ii.	Evaluate the existing training programmes and strategies	11	10	–	–

	Competency	To a large extent	Some what	Poor	Not at all
iii.	Develop training design (objectives, content, strategies) for different target sessions	17	5	–	–
iv.	Plan and conduct training sessions	18	4	–	–
v.	Organize training programmes effectively	13	9	–	–

- **What did you like best about the workshop?**

Group Work (4), Selection of participants (2), Involvement of the participants (2), Interaction with the participants (2), Conduct of the Workshop with sensitivity (2), Workshop design (2), Individual presentation, Freedom of speech

- **What did you like least about this workshop?**

Sitting arrangements (5), Resistance to discuss problem of the system, refreshments

- **How well the workshop content logically sequenced?**

Very well = 9 Well sequenced = 13

- **How valuable is the workshop content to the task on hand?**

Very valuable = 18 Some value = 4

- **What more content/ topic (s) could have been included in this workshop?**

Training of evaluators, more skills training, ICT skills, Follow-up to be done, Skills of a trainer.

- **Which session (s) can be safely dropped from this workshop without loss of utility/ effectiveness?**

Sessions on theoretical background, Preview session to be short, Introductory time may be reduced.

- **How do you rate the balance of theoretical and practical materials in the workshop?**

Too theoretical = 2 Too practical = 1 Good balance = 17

- **Effectiveness of the trainers as a whole:**

		Very effective	Effective	Somewhat effective	Not effective
i.	Knowledge of subject	8	11	1	-
ii.	Organization and presentation	5	14	1	-
iii.	Style and delivery	6	13	1	-
iv.	Responsive to participants	12	6	2	-
v.	Creating appropriate learning climate	9	9	2	-

- **What do you think about the number of trainers involved in this workshop?**

Just right = 13 Too few = 8

- **Identify three sessions (in order of priority) that you liked most.**
Training Design (10), Training Evaluation (9), Video Recording for Individual presentation (9), Training Skills (8), Training Needs Analysis (4)
- **How do you rate the balance of lecture, group work and individual exercises?**
Too much lecture = 1 Too much discussion = 2 Too many exercises = 1
Good balance = 17
- **Did you have enough skill practice time?**
Yes = 13 No = 3
- **Do you think the training materials received during the workshop sufficient?**
Yes = 20 No = 1
- **How do you rate the organizational arrangements of the workshop?**
Excellent = 8 Very good = 11 Satisfactory = 2
- **How do you rate your personal involvement in the workshop?**
Excellent = 8 Very good = 10 Satisfactory = 2
- **Do you think, the group you worked with had a cooperative learning approach?**
Yes = 21
- **Would you like to make use of the outputs of this workshop?**
Yes = 21
- **Your general comments/ suggestions:**
“The workshop was conducted very well and organized with persons drawn from field, i.e. RSD, Schools and STRIDE giving a real experience of most of the situations”
“Hope to be involved in future training”
“Very good opportunity to learn from each other”
“Academics of RSD do get few occasions to stay in touch with training activities, and this gave them an opportunity”
“ Training Needs Assessment in the W/S was done on the basis of experience, but it would be better to do actual need assessment”
“ Space for group was insufficient”
“Workshop duration each day be from 11-4”

Post Workshop Reflections by Participants

I have been reflecting upon the experiences of the TOT workshop but could not make one/two pages out of it. I would only like to say that I had some theoretical idea about seamless integration of ICT, constructivism and social constructivism, I had read that collaborative learning can bridge Vygotsky's zone of proximal development. I had also read that teacher should facilitate and scaffold and manage the learning scenario. I had some idea about the studio model, but no clarity as I had never experienced it. This workshop provided an opportunity to experience these concepts.

—Sutapa Bose, SOE

It was an unparalleled opportunity to work in a group (nearly coherent), combination of HQ and RC teachers. It facilitated to exchange the views and experiences and resulted in a applaud-able documents.

—P. Siva Swaroop, RC, Nagpur

As part of the group working on the ‘Course Writers Training’, the experience overall was good. Though the content coverage was not very new or different from what we have been doing all over the years, yet the training design in terms of presentation was definitely different with a lot of interactivity and practical work.

Two issues which need attention are: how to sensitise the renowned writers towards more receptiveness for such trainings? Do the in-house faculty have enough attitude towards a training design of this kind? The latter is also important as not all faculty are appreciative of such efforts.

— Lalita S. Kumar, SOS

First of all thanks a lot for the opportunity given to me to attend TOT Workshop and providing me an opportunity to learn new things. It was a real learning experience for me. The workshop was organised well and with rigid and flexible working schedule with lot of scope for interaction, discussion, agreement and disagreement on certain issues within the group and with other members of the workshop. The Workshop has given us an opportunity to cooperatively work with others, respect others and learn from others as an individual and as a group. I thoroughly enjoyed my participation in the Workshop.

— S. Raja Rao, RC, Raghunathganj

The responses of the participants show that the workshop met its objectives to a large extent and can be considered a success. The results of the groups work and the training designs are presented in the Appendix-C.

**Training of Trainers Workshop on Distance Education (9-13 February 2010)
Training Design**

Session No.	Duration	Contents	Strategies/Methods
Day 1			
1-1 10:30-11:00	30 min	Inauguration	Setting the stage (e.g., Contextualization: The need for the Workshop of this dimension and the setting the intended outcome).
Teak Break			
1-2 11:30-12:00	30 min		Ice-breaking session through introduction of precipitants in pair. Formation of Groups: Course Writers, Academic Counselors, Study Centre staff, New faculty at IGNOU, and Induction to student.
1-3 12:00-13:15	75 min	Developments in Distance Education Facilitator: Prof. P.R. Raminujam	Introductory lecture: Slide presentation; Discussion in plenary

Session No.	Duration	Contents	Strategies/Methods
Lunch Break			
1-4 14:00-15:15	75 min	Training Needs Analysis Facilitator: Prof. K. Murugan	Slide presentation: Discussion in Plenary
Tea Break			
1-5 15:30-17:30	120 min	Identifying Training Needs Facilitators: Prof. K. Murugan, STRIDE Mentors	Group Work to identify the training needs of Course Writers, Academic Counsellors, Study Centre Staff, New faculty at IGNOU, and Induction to students.
Day 2			
2-1 10:00-11:00	60 min	Group Presentation Facilitators: Prof. K. Murugan, STRIDE Mentors, and Participants	Presentation of group reports to plenary for peer comments
Tea Break			
2-2 11.30-13.00	90 min	Developing training Design and Programme Facilitator: Prof. K. Murugan	Lecture presentation; Discussion in plenary
Lunch Break			
2-3 14.00-15.30	90 min	Developing the programme Document (rationale, objectives, target group, training content, logistics) Facilitators: Prof. K. Murugan, STRIDE Mentors	Group work to develop a training proposal/document for training of Course Writers, Academic Counsellors, Study Centre staff, New faculty at IGNOU, and Induction to students.
Tea Break			
2-4 15.45-17.30	105 min	Developing training design (Identifying media and methods) Facilitators: Prof. K. Murugan, STRIDE Mentors	Group work to develop a detailed training design for training of course writers, academic counselors, study centre staff, new faculty at IGNOU and induction to students.
Day 3			
3-1 10.00-11.00	60 min	Presentation of training designs and programme documents facilitators: Prof. K. Murugan, STRIDE Mentors, and Participants	Presentation by groups for peer comments
Tea Break			
3-2 11.15-12.15	60 min	Training Techniques and Skills Facilitator: Dr. Sanjaya Mishra	Lecture-cum-Demonstration; Discussion in plenary

Session No.	Duration	Contents	Strategies/Methods
3-3 12.15-13.15	60 min	Developing Training Materials Facilitators: STRIDE Mentors	Individual and group work to develop appropriate content for one session of the training programme of the group. The group would decide and develop/identify the training recourses
Lunch Break			
3-4 14.15-17.15	180	Developing individual presentations	Individual work to prepare presentations for the next day
Day 4			
4-1 10.00-17.30	All day	Individual presentation and feedback Facilitators: STRIDE Mentors	Individual presentation for 10 minutes each; this will be captured in video, and shall be played back to review trainer skills and areas of improvements
Day 5			
5-1 10.00-11.30	90 min	Training Management and Evaluation Facilitators: Prof. V. Venkaiah	Lecture presentation; Discussion in plenary
Tea Break			
5-2 11.45-13.15	90 min	Developing Evaluation Instruments Facilitators: Prof. V. Venkaiah, STRIDE Mentors	Group work to develop evaluation instruments at reaction and learning level for Course Writers, Academic Counsellors, Study centre staff, New faculty at IGNOU, and induction to students
Lunch Break			
5-3 14.15-15.45	90 min 60 min	Developing Evaluation Instruments Facilitators: Prof. V. Venkaiah, STRIDE Mentors, and Participants	Group presentation and peer feedback
5-4 16.00-17.00		De-briefing/Valedictory	Plenary session to conclude the workshop evaluation

Group-1: Academic Counsellors' Training

Members of the Group:

Dr. T.R. Srinivasan, RSD

Dr. B.Sukumar, Trivandram

Dr. Ranjan Kumar, Dehradun

Dr. Jaideep Sharma, SOSS

Dr. Biplab Jamatia, SOHS

Prof. Basanti Pradhan, STRIDE (Mentor)

Introduction

ODL is an important component of educational system. The Faculty reaches the learner through the course material. Academic counselor is a link and facilitator between the learner and the faculty. "Secondary exposure" to the contents is expected to be provided by the counselors during counselling, primary being intended through the SLMs. They are also expected to add on to the SLMs. Further, they are attuned to the f2f mode of teaching and learning that is different from the ODL system. Therefore, the need of a training programme for academic counselors.

Objectives

- After attending the programme, the counselors will be able to:
- Discuss the need for and importance of ODL system
- Appreciate the instructional system design in ODL
- Identify and list out the job and tasks to be performed by the academic counselors;
- Understand the competencies expected of the academic counselors;
- Find out gaps between expected competencies and their own competencies;
- Work towards minimizing the gaps between the expected competencies and their own competencies.
- Review their competence in regard to the contents in the context of the given SLMs

Target Groups

Academic counselors including teachers and practitioners staff from the field/ industry/market

Knowledge, Skill and Attitude Requirement of Academic Counsellors

Knowledge of:

- Contents
- Learner profile
- Other references
- Teaching techniques
- Media and ICT
- Other counsellors

Skills

- Communication
- Using appropriate teaching skills
- Effectively use ICT and media
- Group working skills (with other counsellors)
- Interpersonal skills
- Inculcate learning, interpreting, comprehending, paraphrasing skills
- Inculcate referencing skills
- Inculcate ethical use of information skills
- Inculcate group working skills

Attitudes

- Honesty
- Sincerity
- Empathy towards learners
- Patience
- To work in group
- Sensitiveness of the learners need
- Sense of ownership/belongingness toward the learners
- Inculcate honesty, sincerity, commitment, motivation in learners

Course Outline

- Apprising the counselors about the ODL, its need and importance
 - Counselling –
 - √ What it is?
 - √ *How is it different from lecturing (constraints of duration, nature of exposure and teaching learning methods),*
 - √ Identifying and scheduling of learning-teaching activities,
 - √ Exploitation/supplementation of the primary exposure through SLMs,
 - √ Integrating media in counselling
 - √ Provision for group activities,
 - √ Providing opportunities for peer group interaction,
 - √ Content related tutoring,
 - √ Support for projects and exams
 - √ Review and consolidation of session wise learning activities to develop a source material for subsequent sessions
 - Assignment/Project-
 - √ Support for writing assignments/projects
 - √ Idea of the ideal response for the given question
 - √ Studying the learner response and identifying the points of teacher intervention
 - √ Formulating clearly and presenting legibly the teacher intervention
 - √ Assessing the performance and offering overall appropriate comments
 - √ Justifying the award and offering suggestions for improvement
 - √ Giving a relative standing of the learner performance

Venue: Regional Centre/ Study Centre

Duration: Two days at a stretch provided every year with appropriate modification in focus of contents

Logistics: Classroom, Writing/ Display material/equipments, ICT infrastructure, Finance- T.A/ D.A to resource persons and participants

Resource persons: Trainers including academics from IGNOU and other ODL institutes and subject experts

Objectives	Content Outlines	Strategies/ Methods	Duration	No of session
Discuss the need for and importance of ODL system	Concept of ODL and the role and Place of the academic counselors in the system, Difference between Conventional system and ODL, Organizational structure of IGNOU/other ODL systems	Slide presentation, lecture cum discussion	90 minutes (45 + 45)	1
Appreciate the instructional system design in ODL	Need for SLM, importance of course structure, unit design, credit system, integration of audio video components	Slide presentation, lecture cum discussion	90 minutes (45 + 45)	1
Identify and list out the job and tasks to be performed by the academic counselors;	Role and responsibilities of academic counselors, e.g. counseling, assignments, optimizing the teacher learner proximity, optimizing the learner proximity, optimizing the teacher proximity	Case studies. Ask the participants to prepare job profiles and tasks	90 minutes (45 + 45)	1
Identify the competencies expected of the academic counselors.	Job worksheet and task worksheet course wise and session wise, use of appropriate teaching methods, ICT and media (making ppt slides, using e-mail, etc.), assessment of learner behaviour	Case studies, brain storming, practical, group work	90 minutes (45 + 45)	1
Find out gaps between expected and their competencies	Competencies identification	Individual work (comparing their own competence with the expected competence)	90 minutes (45 + 45)	1
Work towards minimizing the gaps between the expected competencies and their competencies	Acquiring expected competencies	Group activity	90 minutes (45 + 45)	1
Review their subject competence in regard to the contents in the given SLMs	Content refresher	Lectures, presentations, discussion	90 minutes (45 + 45)	1

Training Evaluation: A pre-test post test strategy may be adopted to evaluate the outcomes of the training programme. The assessment may use a short questionnaire, such as the following:

1) Please check whether you have come across the following abbreviations. Please expand those with which you are familiar:

ODL :

DE :

PSC :

SC :

RC :

PIC :

AC :

IAR :

SLM :

SAQ :

TEE :

2) Which of the following statements are correcting the context of Distance Education? (State 'T' for True and 'F' for False)

- Distance Education is nothing but Correspondence Education
- Teaching is called Academic counseling in Distance Education
- A 'course' in IGNOU is the same as a 'paper' in the conventional system of higher education
- Learning in Distance Education is relatively more centred around study material than in the conventional system
- There is no provision for any teacher learner interaction in Distance Education.

3) You have chosen to be an Academic Counsellor of IGNOU. Which of the following statement, you think, are true? (State 'T' for True and 'F' for False)

- Academic Counselling is extended form of teaching
- Academic Counselling is to replace learning through material
- An Academic Counsellor may help in building a rapport between distance teaching institution and the distance learners
- Academic Counselling is a full time employment.
- Academic Counsellors simply have to respond to the questions raised by the learners

4) Evaluation of assignment responses received from learners need the following to be done by Academic Counsellors? (State 'T' for True and 'F' for False)

- Grading and/or marking
- Giving individualized the feedback to learners on their performance
- A comment on overall performance of the learners
- Errors in assignment need to be condemned in strong words.

5) Please write your expectations from this training Programme

.....

.....

.....

Thanks for your cooperation.

Group-2: Course Writers Training

Members of the Group:

Dr. Lalita S. Kumar, SOS

Dr. Rekha Sharma Sen, SOCE

Sh. Akshay Kumar, SOCIS

Dr. Kiron Bansal, SOJNMS

Prof. Madhu Parhar, STRIDE (Mentor)

Inaugural Session 10.30-11.00 a.m.	Welcome address, opening remarks, orientation design & objectives, vote of thanks	Objectives	Training method
Session I 11.30 a.m.-12.30 p.m.	Concept of Open & Distance Learning	<ul style="list-style-type: none"> Describe the features of ODL Differentiate between ODL and other forms of education Identify characteristics of adult learners 	Structured presentation followed by interaction
Session II 12.30 a.m.-1.30 p.m.	Concept Design: programme & courses media selection & integration	<ul style="list-style-type: none"> Identify the process of programme design & development State the programme & course objectives List various media components for ODL Identify and select appropriate media 	Structured presentation followed by interaction visit to the EMPC audio and video presentation
1.30–2.30 p.m. Lunch			
Session III 2.30-3.30 p.m.	SLM Design & development concept mapping writing skills for inclusive, constructivist and contextual, learner centric text visualization of art work & graphics self assessment and assessment strategies formative evaluation copyright issues	<ul style="list-style-type: none"> State characteristics of SLMs Make a concept map of the unit Identify potential ways/ areas where you can be inclusive in terms of gender, disability and environment Decide upon the self assessment activities in the unit Identify art work and graphics 	
3.30–3.45 p.m. Tea Break			
Session IV 3.45-5.30 p.m.	Features and models of structured learning materials	<ul style="list-style-type: none"> Differentiate between different types of learning materials 	Review of various types of SLMs from

		<ul style="list-style-type: none"> List the features of three models of SLMs Identify the appropriate model 	the learner's perspective-in group by writers writing a piece of text
Day 2			
Session V 10.00-11.30 a.m.	Developing unit structure & media components-1	<ul style="list-style-type: none"> Develop the concept map Writing learning objectives Identify the sections and subsections Development of text items Identify media components 	Group work
Session VI 11.45 a.m.-1.30 p.m.	Developing unit structure & media components-2	<ul style="list-style-type: none"> Develop the concept map Writing learning objectives Identify the sections and subsections Development of text items Identify media components 	Group work
1.30 – 2.30 p.m. Lunch			
Session VII 2.30-3.45 p.m.	Finalization of the unit structures		Presentations by course writers
Session VIII 4.00-5.00 p.m.	Finalization of the unit structures		Presentations by course writers
Valedictory session 5.00-5.30 p.m.	Feedback vote of thanks		Questionnaire

Feedback from Course Writers

Dear sir,

We thank you for participating in the workshop. Please take some time out to fill in this feed back form.

How was your overall experience of attending this orientation programme?

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.....

Do you think orientation programmes are needed for Course Writers? Why?

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.....

Please tick the appropriate response:

Competency		To a large extent	To some extent	Poor	Not at all
1.	How clear are you about the differences between ODL and conventional teaching?				
2.	Did you think that the workshop helped you to identify differences between ODL and conventional teaching?				
3.	Where you able to identify requirements for writing for distance learners?				
4.	Were the programme/course objectives clear to you after the session?				
5.	Where you able to identify the media which can be integrated in course development?				
6.	Can you list the characteristics of self learning materials?				
7.	Where you able to identify which model of SLM you will use for writing your unit?				
8.	Can you make a concept map of the unit?				
9.	Can you identify potential area where you can be inclusive in term of gender, disability and environment?				
10.	Can you decide upon the self assessment activities in the unit?				

Performance Feedback – as individual or group

On Session III and IV: Identifying Features of Three models of SLM

You are given print outs of three styles of writing. You are expected to:

- List the features (positive and negative) of each piece of writing.
- Categorize them as per the model discussed by the speaker
- Identify which model of writing you would like to use for their unit.

Performance Feedback – as individual or group (On Day 2)

- Please develop a concept map for your unit, indicating the broad contents of the unit.
- Please state the objectives of the Unit.
- Develop one Self Check Exercise as a sample for a section in the unit

Group-3: Internal faculty Training

Members of the Group:

- Dr. Sutapa Bose, SOE
- Dr. Vandana Singh, SOE
- Dr. Neeti Agrawal, SOMS
- Mr. Tata Ramakrishna, STRIDE Dr. Satya Sundar Sathy, STRIDE
- Prof. C.R.K. Murhty, STRIDE (Mentor)

Introduction

ODL has emerged as a new field of study. It has its unique requirements that can be addressed by manpower equipped with thorough understanding of the various aspects comprising it. Often those recruited into the systems offering education through the distance mode lack the proficiency necessary for delivering education. Therefore, the onus lies on the organization recruiting faculty, to ensure that they gain the necessary competencies. Hence, an intensive training programme is essential for inducting the fresh recruits into the major processes related to the effective delivery of education. ODL has undergone phenomenal evolution to reach the fifth generation of distance education. Therefore, in the perspective of the unique needs of ODL and in the context of the needs of the 21st century learners, an innovative training programme has been designed for the fresh faculty recruited in IGNOU.

Objectives

The main objective of the training programme is to acquaint the newly joined faculty about ODL in general and IGNOU systems in particular. At the end of the training programme the trainees are expected to:

- explicate the interrelation between various Divisions and Schools of IGNOU;
- expound the process of programme design and development.
- explain the various instructional systems at IGNOU.
- describe the various delivery mechanisms.
- elucidate the process of assessment and evaluation.
- figure out the various other activities to be performed by the faculty such as, maintenance, revision etc.
- identify the major challenges and develop the techniques to overcome them in IGNOU's context

Target Group(s):

This training programme is specifically designed for the faculties who have joined the system recently. The faculty group has been drawn from the various Schools of Studies/Divisions/Centres/RCs.

Trainig Methods:

Multiple training methods:

- Lectures (Interactive)
- Demonstrations
- Brain storming
- Field visits (To various divisions, RC, PSC,SC)
- Role play
- Group work followed by presentation

Course Outline:

- Awareness about ODL and IGNOU
- Programme design and development

- Instructional components
- Delivery mechanisms
- Student assessment
- Other Tasks (maintenance, revision etc.)

Venue & Duration

Venue: Ignou Headquarters

Duration: Five Days

Logistics:

Training room, LCD projector, Computers, white board, marker pens, flip charts, tripod stand, necessary furniture, stationary for resource persons & participants, training kit, lunch, tea etc.

Resource Persons:

- Trainers who attended TOT workshops
- Faculty of STRIDE
- Experts identified from various Schools of studies, Divisions, RCs, SOUs

Training Design: Induction Programme for Newly Joined Faculty at Ignou

Session	Content	Resource person(s)	Objectives	Strategies
Day 1 1000-1030	Registration		To register the participants	Distribution of training kits
1030-1100	Inaugural session		Briefing about the programme	Lectures
1100-1130	Tea Break		Stimulant	
1130-1300	ODL: Genesis; National & international perspectives	STRIDE Faculty	To develop an understanding about the evolution of ODL	Presentation and discussion
1300-1400	Lunch Break		Energy booster	
1400-1445	IGNOU Structures & processes	TOT participants	To develop awareness about different divisions and their functioning.	Interactive presentation & panel discussions
1445-1545	Operational dimensions	Experts from various divisions	Providing first hand experience about the operations of various support systems.	Field visit to MPDD, RSD, SRD, SED
1545-1600	Tea Break			
1600-1730	Operational dimensions	Experts from various divisions	Providing first hand experience about the operations of EMPC	Lecture cum demonstration. Field visit to EMPC. Preparation & presentation of experiences

Session	Content	Resource Person(s)	Objectives	Strategies
Day 2 1000-1130	Teaching & learning at IGNOU: An overview	STRIDE Faculty	To explain the various processes of teaching learning in IGNOU	Interactive lecture presentation by group member
1130-1145	Tea Break			
1145-1315	Role of SLMs in the instructional package; its design and development (credit system)	STRIDE Faculty	<ul style="list-style-type: none"> To discuss the role of SLM as instructional package To develop SLM 	Interactive presentation cum demonstration; individual work & presentation, peer review
1315-1415	Lunch Break			
1415-1545	Media in ODL	Media experts	To develop awareness about various media used in ODL	Interactive presentation cum demonstration; audio & video;
1545-1600	Tea Break			
1600-1730	Changing role of a teacher in ODL (Counselling, Tutoring, Assessing, Evaluating)	STRIDE Faculty	To explain the various roles and responsibilities of distance teachers	Interactive presentation
Day 3 1000-1130	Student assessment & Evaluation at IGNOU (Tutor Comments on Assignment-Responses)	STRIDE Faculty and experts from SED	To describe the process of student assessment and evaluation	Interactive presentation practical work assessing assignment
1130-1145	Tea Break			
1145-1315	Student support systems and services	Experts from various divisions	To explain various support systems and services at IGNOU	Presentation and field visits to RC, SC and TLC
1315-1415	Lunch Break			
1415-1730	Student support systems and services	Experts from various divisions		Presentation and field visits to RC, SC and TLC
Day 4 1000-1130	IGNOU: the present and future challenges	Experts	To discuss different opportunities and gaps in distance education	Presentation
1130-1145	Tea Break			
1145-1315	Opportunities for students with special needs at IGNOU	Faculty STRIDE & NCDS	To analyze issues related to SWSN in distance education	Lecture cum demonstration; Group activities

Session	Content	Resource Person(s)	Objectives	Strategies
1315-1415	Lunch Break			
1415-1530	IGNOU Overseas	ID, Director	To develop an understanding about IGNOU as global university	Interactive discussion
1530-1545	Tea Break			
1545-1700	Online/E-Learning in ODL	E-gyankosh, Co-ordinator	To develop awareness about the e-resources available	Lecture cum demonstration
Day 5 1000-1130	Role of DEC for system development	DEC, Director	To sensitize about the importance of DEC in ODL	INTERACTIVE Lecture cum presentation
1130-1145	Tea Break			
1145-1315	Counselling and tutoring in ODL: IGNOU Scenario	TOT trainers	To discuss the need and process of counselling in DE	Interactive lecture cum presentation
1315-1415	Lunch Break			
1415-1500	Review and feedback		To obtain feedback about the programme	Oral and written feedback
1500-1600	Valedictory session			

Training Evaluation

Kindly complete the questionnaire and return it as a feedback for this induction programme.

- 1) Your general reaction to this induction programme? Excellent/Very good/Good/Satisfactory/Not satisfactory

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- 2) Do you feel that the workshop objectives have been fulfilled? Yes / No/ Partly. In case your response is No/Partly, give reasons:

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3) Do you think the workshop duration was appropriate? Yes / No

In case your response is No, give reasons:

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4) Please mark the extent to which you think the induction programme was successful in developing an understanding in the following areas:

SN.	Areas	To a great extent	Some what	Poor	Not at all
1.	About ODL				
2.	About IGNOU & its functioning				
3.	Teaching & learning at IGNOU				
4.	Development of SLMs				
5.	Media in ODL				
6.	Various roles and responsibilities of distance teachers				
7.	Process of student assessment and evaluation				
8.	Support systems and services at IGNOU				
9.	Issues related to SWSN in distance education				
10	About the e-resources available				

5) Whether the sessions were organized properly? Yes / No/ Partly

6) In how many sessions do you feel that the resource persons were not effective? ___

7) Identify the five most effective and ineffective sessions

S.N.	Effective sessions	Ineffective sessions
1.		
2.		
3.		
4.		
5.		

- 8) Your opinion about the balance of theory and practical components in the induction programme. High/Medium/Low
- 9) Did you have enough time and resources to practice the skills? Yes / No/ Partly. In case your response is No/Partly, give reasons:
.....
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.....
- 10) Your opinion about the overall organization of the programme. High/ Medium/Low
- 11) Suggest topic(s) that you feel should have been included in the programme.
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.....
- 12) Do you think the outcome of this programme would be helpful in your day to day functioning?
Yes / No/ Partly
In case your response is No/Partly, give reasons:
.....
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.....
.....
- 13) Comments/Suggestions
.....
.....
.....
.....

Thank you for your cooperation!

Group-4: Training of Study Centre Functionaries

Members of the Group

- Dr. S. Raja Rao, Raghunathganj
- Dr. P. Sivaswaroop, Nagpur
- Dr. B.M. Agrawal, Bhopal
- Dr. V.P. Rupam, Delhi 1
- Dr. R. Satyanarayana, STRIDE (Mentor)

Title

Training Module for Academic Staff of Learner Support Centres

Introduction/Rationale

Learner Support Centres (LSCs) play a crucial role in the overall ODL/OU scheme. It is at the LSCs that the programme delivery and learner support strategies are implemented. They act as the interface between the institution and its learners. The learner receives all the academic and logistic support at the LSCs. It is through the LSCs that the ODL institution is able to reach out to the disadvantaged population, a mandate given to IGNOU.

By implication, the success of a distance learner depends to a great extent on the quality of services offered by the LSC. It is in this context that training of the functionaries of LSCs assumes importance. The need for training of LSC staff gains further importance from the fact that they are *part-time* functionaries, having their primary allegiance with another organization.

Gamut of open and distance education is gamut of its learner support system. The learners in the ODL system are the real stakeholders. In the competitive market era what one produces is not always important but how they deliver for their stakeholders is important. It is the context, purpose and quality of all service organizations.

Objectives

The objectives of the module are to:

- acquaint the functionaries with the broad principles of ODL;
- help the functionaries recognize the unique character of distance learners vis-à-vis learners of conventional institutions;
- acquaint the functionaries with the organizational structure of IGNOU;
- help the functionaries understand the importance of academic counseling and formative evaluation in the ODL framework;
- help the functionaries understand the multimedia approach to teaching and learning;
- acquaint the functionaries with the operation of various multimedia gadgets; and
- describe the procedures related to administrative and financial aspects of LSCs.

Target Group

The target group for this Module is Coordinators, Programme Incharges, Assistant Coordinators and Assistant Programme Incharges, Part-time faculty (B.Ed) of LSCs.

Training Method

Training is proposed to be imparted in face-to-face mode, supported by LCD Projector, TV, VCD Player, different formats and registers, evaluated assignments etc.

Course Outline

- ODL – how it is situated within the overall framework of higher education; need for ODL, its socio-academic relevance in the India context.
- Characteristics of ODL – flexibility, cost-effectiveness, learner-centeredness etc.
- Characteristics of distance learner
- Organizational structure of IGNOU with brief details of the roles of different Units.
- Academic counselling vs. classroom teaching; need for academic counseling in ODL, attributes of/ expectations from an academic counsellor, strategies for organizing academic counseling; integrating multimedia into the process, learning skills
- Evaluation in IGNOU; Formative Evaluation as a teaching tool; Tutor comments – global and marginal; importance of tutor comments, different types of marginal tutor comments; Turn-around time.
- Familiarization with various multimedia equipments – Audio CD players, VCD Players, Teleconference equipment, EduSat, Computer and Internet (Awareness level)
- Administrative set-up of LSC, appointment and renewal of staff,
- Identification and appointment of academic counselors
- Maintaining record of academic counseling sessions
- Assignment Handling
- Maintenance of assignment award list and its transmission to RC
- Returning evaluated assignments to learners
- Maintenance of finance related records – cash book, ledgers, stock registers, cheque issue registers, stamp account register, library accession register etc.
- Preparation of Recoupment bills.

Venue & Duration

Flexible/Need-based. It could be RC or LSC, depending on number of participants. Duration – One day. Reason: Difficult for the participants to spare two days because of their responsibilities in the parent organization.

Logistics

If organized at RC, accommodation, transport arrangements need to be made in advance.

Resource persons

Generally, the Staff (RD/DD/ARD + AR/SO) of RC. However, an outside expert, depending on suitability/availability may be invited.

Day 1

Sl. No.	Time	Topic/area	Session objective	Content	Method and media
	9.30-10.00	Inaugural/Welcome	Worming up		
1.	10.00-11.00	Distance Education	To acquaint the functionaries with the broad principles of ODL	Why, what and how of ODL	Presentation by resources person using LCD projector/ computer/V CDs Presentation: 45 min Interaction:15 min
11.00-11.15 Tea break					
2.	11.15-12.00	Distance Education	To acquaint the functionaries with IGNOU	IGNOU and its structure	Presentation by Resources Person using LCD Projector/ computer/V CDs Presentation: 30 min Interaction:15 min
3.	12.00-01.00	Administrative activities	To describe the procedures related to administrative aspects of LSC functioning	1. Identification, appointment and renewal of PT Staff, Counsellors, 2. Stock Library, Timings, Confidential material, 3. Induction Meeting, Counsellig and Student Support	Presentation by Resources Person using LCD Projector/ computer/V CDs Presentation: 40 min Interaction: 20 min
1.00-2.00 Lunch					
4.	2.00-3.00	Administrative activities	Activity	Sample stock register, induction meeting schedule, counseling schedule, etc	Activity
5.	3.00-3.45	Financial	To describe the procedures related to financial aspects of LSCs	Mandatory records to be maintained, financial discipline to be followed, the delegation of powers, monthly statements, recoupment of bills, sale proceeds	Presentation by Resources Person using LCD Projector/ computer/V CDs Presentation: 30 min Interaction: 15 min

Sl. No.	Time	Topic/area	Session objective	Content	Method and media
3.45–4.00 Tea Break					
6.	4.00-5.00	Activity based on finance	Activity	Model records to be shown and sample records to be prepared.	Activity
Day 2					
1.	10.00-11.00	Academic counseling	To help the functionaries understand the importance of academic counseling	Difference between lecture and counseling, video on model counseling	Presentation by Resources Person using LCD Projector/ computer/V CDs Presentation: 45 min Interaction:15 min
11.00–11.15 Tea Break					
2.	11.15-12.00	Multi media	To help the functionaries understand the importance of multi media approach to teaching and learning	To explain the role of multi media, Gyan Darshan, Gyan vani and Edusat, with demonstration and their operation	Presentation by RP using LCD Projector, Audio/ Video equipment, Teleconference and edusat equipment. Presentation & demonstration: 45 min Role play
3.	12.00-1.00	Evaluation	To help the functionaries understand the concept of evaluation in IGNOU	1. To explain the assignment & term end exam evaluation. 2. Role of assignment as a teaching tool and the tutor comments. 3. Timely evaluation and award lists and their Data Entry package.	Presentation by RP using LCD Projector, Audio/ Video equipment, sample assignment, exam form, award list copy & global comments sheet data entry package. Evaluation of sample assignment response by participants response by participants Presentation & demonstration: 60 min Role play
11.00–11.15 Lunch					
4.	2.00-2.30	Computer Literacy	MS_WORD, EXCEL	Basic of computer, MS-Word and Excel	Presentation: 30 min

Sl. No.	Time	Topic/area	Session objective	Content	Method and media
5.	2.30-3.30	-Do-	Practice session	Practice	Practice: 60 min
6.	3.30-4.00	Internet	IGNOU website browsing and email	Basics of internet, email and IGNOU website	Demonstration: 30 min
4.00–4.15 Tea Break					
7.	4.15-5.00	Internet	Practice session	Practice	Practice: 30 min
8.	5.00-5.30	Valedictory	Evaluation and valedictory session		

Training Evaluation

Evaluation is not always a welcome exercise, especially when it comes to elderly/senior Academics who work as Coordinators/Asst. Coordinators at LSCs. They do not like to be evaluated/judged. At the same time, evaluation is necessary to understand whether the training has been purposeful.

In order to carry out the evaluation of the training programme in such a situation, it is proposed to make the evaluation process **invisible** and **'fuse'** it into the programme itself. The participants would be largely evaluated on the basis of the activities (prescribed for different sessions) performed by them.

Level of Evaluation: It is proposed to carry out the evaluation at Reaction, Learning and Performance level.

Reaction level – to evaluate the management aspect of the training aspect.

- Tool: Questionnaire.

Learning level – to evaluate the level of transfer of ASK.

Tools

- Observation during the programme (ASK)
- Questionnaire to judge their perception of ODL after the training programme (KA)

Performance level – to assess the level of application of ASK gained through training

Tool

- Monitoring of the reporting, counselling and evaluation done by the participant's LSC.

Constraint – Quality of academic counselling and evaluation at LSC depends largely on the Academic Counsellors. Their training needs need to be addressed separately. Hence evaluation at performance level will have limited validity. Nevertheless, this needs to be retained in the evaluation scheme.

Result level – The training programme is expected to bring about qualitative improvement in the learner support services (counselling, evaluation, administration etc.). Hence it is difficult to quantify the result in monetary terms.

Group 5: Induction Training of Students

Members of the Group

- Dr. S.K. Tripathy, Bhubaneswar
- Dr. S. Ganesan. Rajkot
- Dr. S. Kishore, Chennai
- Dr. Jagdish Sharma, SOTST
- Dr. Rose Nembiakkim, STRIDE
- Prof. Prabir Kr. Biswas, STRIDE (Mentor)

Rationale

Induction meeting is very crucial for the distance learners as most of them are, for the first time experiencing a different education system i.e. distance education system. It is largely seen that the learners in any distance education system are from varied backgrounds and form a heterogeneous group. They are new to the Open University system and, as such, they have many expectations from the system. Since, the OU system is itself a departure from the conventional system of study it requires to brief the New Learner about the system. The Open University system, keeping in view the characteristics of the learner have envisaged and given an emphasis on independent self learning to be supported by a variety of Learner Support Services.

However, the learners are not aware of the procedures, rules and regulations and challenges of the Open University system where prominence is given to greater participation of the learner. To help the learners develop an understanding of the Teaching-Learning process of Distance Education, Induction of learners acquires a pertinent place in the Institutional Role.

Objectives

The main objectives of the Induction programme are to:

- acquaint the learners with the concept of ODL and Instructional system;
- acquaint the learner with the IGNOU structure and functions with special reference to IGNOU regional centre Bhubaneswar and study centre BJB College, Bhubaneswar;
- build self-confidence amongst the learners by providing all necessary information and guidance about learning materials, support services, exam and evaluation and so on; and
- explain the roles and responsibilities of the learners to study effectively in the ODL system.

Target Group

This Induction programme is meant for the newly admitted learners in the distance education system.

Induction Methods

- Lecture Presentation (Power Point Presentation)
- Interaction
- Group Discussion

Resources

- IGNOU Profile
- Programme Guide (s)
- Related video programmes prepared by IGNOU
- Handouts/brochures/leaflets etc..... prepared by Regional Centre

Content Outline

- Open and Distance Learning: Concept and Philosophy
- Open University: Status
- Structure of IGNOU
- Support Services
- Counselling and Assignments
- Evaluation and Term-End Examination
- Roles and responsibilities of the learner
- Programme and Course Details

Venue: Study Centre/ Programme Study Centre

Duration: One day; **Time:** 10:00 – 5:00

Logistics:

- The following logistics will be made available for the induction programme:
- Press release of the induction programme
- Route map to the induction venue
- Banners/ stage decoration
- Collating the induction materials
- Arranging for the LCD projector, Computer etc.
- TA/DA/local conveyance for resource persons
- Tea and Snacks for the learners

Resource Persons:

- Regional Director/ Assistant Regional Director, Bhubaneswar
- Coordinator/Principal Study Centre
- Senior academic counselor/faculty from various disciplines

Ses. No.	Duration	Objectives	Topics	Strategies	Resources
I	30 min	<ul style="list-style-type: none"> • Welcoming the learners as member of IGNOU Learning community • Acquaint them with the objectives of the induction programme 	<ul style="list-style-type: none"> • Welcome address • Objectives of the induction • Inaugural address • Vote of thanks 	<ul style="list-style-type: none"> • Lecture by regional director/ Asst Regional Director • Speech by local dignitary • Vote of thanks by coordinator 	<ul style="list-style-type: none"> • Information brochure about IGNOU

Ses No.	Duration	Objectives	Topics	Strategies	Resources
II	45 min	<ul style="list-style-type: none"> Define ODL Differentiate between the conventional education system and ODL system of education Describe the instructional system in IGNOU 	<ul style="list-style-type: none"> Concept of ODL Difference between F2F and Open University IGNOU's instructional practice 	<ul style="list-style-type: none"> Lecture presentation Interaction 	<ul style="list-style-type: none"> Handouts Presentation related hardware and software
III	45 min	<ul style="list-style-type: none"> Describe the organizational structure of IGNOU Explain the functions of important divisions Explain the functions of the Regional Centre and Study Centre 	<ul style="list-style-type: none"> Organizational structure of IGNOU Functions of major divisions Functions of RC/SC 	<ul style="list-style-type: none"> Lecture presentation Video on IGNOU Interaction 	<ul style="list-style-type: none"> IGNOU profile Handouts Video Presentation related hardware and software
IV	60 min	<ul style="list-style-type: none"> Discuss the various kinds of support available at IGNOU Describe the nature & importance of counseling and how to utilize the facility Explain the study skills and time management skills Discuss ways to tackle the assignments and term-end examination 	<ul style="list-style-type: none"> Learner support Counseling Assignment Study skills time management Learners' role and responsibilities 	<ul style="list-style-type: none"> Lecture presentation Interaction Website of IGNOU and RC 	<ul style="list-style-type: none"> Handouts Presentation related hardware and software
V	90 min	<ul style="list-style-type: none"> Highlight the programme and course structure Explain the features of SLM Describe the credits system and its importance 	<ul style="list-style-type: none"> Programme structure and courses Self-learning material and their characteristics Credit value of the courses & programme 	<ul style="list-style-type: none"> Lecture presentation Interaction 	<ul style="list-style-type: none"> Programme handbook Counseling schedule Assignment questions
VI	75 min	<ul style="list-style-type: none"> Discuss the types of support in the specific courses Note the assignments due dates and how to tackle these Understand about practical/projects, if any Understand the process of evaluation & TEE 	<ul style="list-style-type: none"> Media support Assignments Library Projects Practical Exams grading and marking 	<ul style="list-style-type: none"> Lecture presentation by discipline teacher Interaction Sum up 	<ul style="list-style-type: none"> IGNOU study materials Program me guide Audio and video programmes

Training Evaluation

Pre-test post-test approach of training evaluation may be done. The Pre-test questionnaire be handed over to the learners at the time of registration and collected from them. The post-test may be done either through the questionnaire or oral quiz.

Pre-Test Questionnaire

- 1) Name three media used in Distance Education.
- 2) Name three Open Universities in India.
- 3) Where is the IGNOU Headquarters situated?
- 4) State True or False
 - I) Self-learning Material is for self-learning (True/False)
 - ii) You will get guidance from your academic counselor at your study centre (True/False)
 - iii) IGNOU has Walk-in admission system (True/False)
- 5) How many Times IGNOU conducts exams in a year (once/twice/thrice)
- 6) IGNOU has on-demand exam (yes/no)
- 7) IGNOU does not conduct any practical classes (True/False)

Post-Test Questions

- 1) Name 3-media used in IGNOU
- 2) Mention three purposes for which you should visit your study centre.
- 3) If you do not receive your study material, whom should you contact?
- 4) When will you submit your exam form for June Term End exam?
- 5) Tick the correct item
 - Counseling will be organized at IGNOU HQ/RC/SC
 - You should not start reading your study material, unless your academic counselor advise you to study (True/False)
 - You should not attempt Self-Assessment Questions (Yes/No)
 - To receive information about the assignment grades, you should approach (VC/RC/SC)
 - You can interact with your programme coordinator / Subject expert at live Tele-conferencing session (True/False)
 - Assignment Response should not be copied from study material as it is (True/False)
 - You should develop time management & self-learning skill in Distance education to become successful distance learner (Yes/No)
 - IGNOU provides facility for re-evaluation / improvement of exam score (Yes/No)
 - You can appear for exam from any where in the country (True/False)
 - IGNOU learner should follow the instructions given in Programme Guide, Prospectus, and other handouts sent by the University (Yes/No)

- 6) Opinion about the Induction programme:
- I feel the organization of Induction programme is (Excellent/very good/good/ poor/very poor)
 - The duration of the Induction programme is (highly sufficient/ sufficient/undecided/some what sufficient/not sufficient)
 - The performance of Resource Persons are (Excellent/Very Good/ Good/Satisfactory/not-satisfactory)
 - The contents covered in the Induction programme are (Highly relevant/relevant/ undecided/some what relevant/not relevant)
 - The presentation formats used in Induction programme (Excellent/ very good/good/poor/very poor)
 - The sessions are (highly interesting/interesting/undecided/not interesting)
 - The methods/strategies used for Induction meeting are (highly effective/effective/undecided/some what effective/not effective)
 - I feel that the Induction programme should include topics like:
 - Your general observations (suggestions for improvement):

Report prepared by

Workshop Coordinator: Dr. Sanjaya Mishra, Associate Professor in Distance Education, Staff Training and Research Institute of Distance Education, IGNOU

UNIT 5 FACE-TO-FACE TRAINING

WORKSHOP FOR THE ACADEMIC COUNSELLORS

Background

Training and continuing professional development of distance education functionaries are very important for the development and success of the distance teaching-learning systems. The tutors/academic counsellors play an important role in this system. They have direct contact with the distance learners in face-to-face situations and also through various media at a distance. To perform their role effectively, the tutors/academic counsellors need to develop knowledge and skills in the theory and practice of Open Distance Learning.

IGNOU has organized three 15-day face-to-face training workshops for the academic counsellors so far. The first workshop was organized during May 12 to 26, 2007 at Main Campus, New Delhi, the second workshop was held during September 20 to October 04, 2007 at Shillong, Meghalaya, and the third workshop was held during February 04 to 18, 2008 in Main Campus, New Delhi.

Here, we present the report of the second workshop held during September 20 to October 04, 2007.

Objectives

The main objectives of the 15-day workshop were to:

- orient the participants to the concept, theory and practice of distance education;
- acquaint the participants with instructional design, principles of learning and characteristics of self-learning material;
- orient the participants with the process and methods of learner support in distance education;
- train the participants with the methods of organizing face-to-face academic counselling at study centres;
- acquaint the participants with the process and methods of organizing counselling at a distance using various media;
- provide hands-on experience in using computer for student support; and
- orient the participants providing student support using the latest technologies like e-mail, web technologies, and so on.

Methodology

Altogether 48 sessions excluding 2 Sundays, and 1 holiday were conducted – each session of one hour and fifteen minutes duration – i.e. total 60 hours were devoted to the face-to-face sessions in the workshop Appendix A. Around 20% of the total time was devoted to lecture (power-point) presentation; 20% in interaction, discussion, and 60% of the time to various individual and group activities, computer related activities, presentations by the participants and so on. Besides these the participants were engaged in various activities during Sundays, holiday and evening hours such as

reading the resource materials, evaluation of assignments response, preparation of leaflets, feedback on learner support system in study centre on various components like instructional components, infrastructural facilities, student information, activities and preparation of report (individual session) etc. The participants have spent around 30 hours to perform all these activities. Around 90 hours were spent by the participants including all the activities during the 15- day workshop.

Resource Persons

Altogether 8 resource persons were involved in the workshop.

Participants

The workshop was attended by 26 participants from the north-eastern states of India.

Workshop Deliberations

Day 1 (20-09-07)

Session 1-2: Registration and Inauguration

All the participants registered their names during the 1st session, and workshop materials were handed over to them. A structured questionnaire consisting of short answer and objective type questions was administered to the participants to test their knowledge in ODL concept, theory and practice.

The workshop was inaugurated by Hon'ble Minister of Tourism, C&RD, Govt. of Meghalaya, Shri Charles Pyngrope on September 20 at Don Bosco Youth Centre, Laitumkhrah, Shillong. The inaugural function was presided over by the Hon'ble Pro-Vice Chancellor of IGNOU, Professor O.P. Mishra. Professor Santosh Panda, Director, STRIDE; Professor Prabir Kr. Biswas, Professor, STRIDE; Dr. Jayshree Kurup, DD, NEP; Dr. D. Laloo, RD, IGNOU, RC, Shillong; Dr. A. K. Gaba, Deputy Director were also present. The inauguration was attended by around 70 invited delegates.

Prof. Santosh Panda delivered the welcome address. Prof. Prabir Kr. Biswas highlighted the objectives of the workshop. Prof. O.P. Mishra stated that IGNOU is committed towards building more infrastructures in the North-East so that the university becomes fully equipped to carry out various academic and developmental activities in a more effective manner. IGNOU being part of a national mission has taken up a lot of initiatives in promoting education by introducing new programmes, he added.

The Hon'ble minister in his inaugural address stated that North-East states require support of IGNOU in transforming and uplifting the education system in the region to higher levels. He also stated that frequent holding of vocational training on issues like tourism and rural development would not only help the state government departments to grow, these would also assist the people to tap these resources that can benefit the people and contribute to the economy of the State. He opined that IGNOU's initiatives in imparting education through open and distance learning would further improve education system.

After the inauguration the participants were asked to present their needs and expectations from the workshop. A brief session of 30 minutes was conducted by Prof. Prabir Kr. Biswas, Dr. A.K. Gaba and Dr. A. Guha.

Session 3-4: ODL: Concepts and Development

Professor Santosh Panda was the resource person for these sessions. Professor Panda through a power-point presentation discussed how distance education evolved through early correspondence to blended learning. He explained different generations of distance education and model of distance education in detail. He discussed the modes of distance education delivery. He also discussed the principles of adult learning. Prof. Panda highlighted the importance and functions of EDUSAT, The concept of learning and blended learning. He stressed on the networking and collaboration between open universities, dual-mode universities and other organizations and wider use of technological and infrastructural resources by all distance education institutions. After his presentation Prof. Panda invited questions for interaction. The participants interacted freely and asked for some clarifications for which Prof. Panda responded instantly with examples.

Day 2 (21-09-07)

Session 5-6: ODL: Instructional Design in Distance Education

Professor Prabir Kr. Biswas and A. Guha, Joint Director, Regional Service Division were the resource persons for these sessions.

In session 5, Professor Biswas explained various theoretical background of distance education. He explained the meaning of instructional design and discussed three approaches to instructional design: behaviouristic, cognitive and constructive. He explained the principles of learning and instructions. The participants took part in interaction throughout the session.

In session 6, the participants were divided into 5 groups, and each group was given an activity in relation to development of instructional events in self-learning materials. The activity was followed by a presentation by the group leaders and group interaction. The resource persons Prof. Biswas and Dr. Guha had given their suggestions after listening to the presentations.

Session 7-8: Needs and Characteristics of Self-Learning Print Material

Dr. A.K. Gaba, Dy. Director, STRIDE was the resource person in these two sessions. He explained the characteristics of self-learning materials in detail. He differentiated between SLM and text book, and discuss how to prepare SLM. Throughout the session interaction between the resource person and the participants took place.

The participants were divided into five groups for the purpose of developing one unit each on the basis of the topic selected by each group, like, communal harmony, environmental pollution, market management, intelligence etc.

Day 3 (22-09-07)

Session 9-10: Self Learning Print Material (Activity)

These sessions were continuation of session 7 & 8 on development of SLM. Dr. Gaba explained the detailed structure of a unit and its important features. Then he asked the participants to develop the main features like objectives, introduction, SAQs and a section of a unit. After the features of the unit were developed by the participants different group members presented their units. The resource person gave suggestions for modification.

Session 11-12: Research in Distance Education

Dr. Ashok Kr. Gaba was the resource person for these sessions. He discussed the status of research in ODL system. He highlighted the system based research. Dr. Gaba discussed global institutional research policy, IGNOU research policy, research areas in DE, research methods and highlighted the research gaps in the area of ODL systems. He also discussed the research activities at STRIDE, IGNOU.

The participants were divided into 5 groups. Each group was asked to develop a brief research proposal according to their interest for learning purposes. The member of each group presented the proposal. The peer group and the resource persons took part in interaction. The resource person gave suggestions for modification of their proposals

Day 4 (23-09-07)

There was no business session on Sunday. The participants were asked to prepare 3 days report and give their feedback on the sessions held during the first three days. They were also asked to read the relevant parts (Session details and supporting materials) from the Training Module for Academic Counsellors which was handed over to them at the time of registration.

Day 5 (24-09-07)

Session 13-14: Learner Support in Distance Education

Prof. Manjulika Srivastava, Professor, Distance Education council was the resource person in these sessions. In the first session she explained various concepts related to learners support in distance education. She discussed definition of learners support, its importance, types and models of support. She also discussed how to remove the feeling of isolation, how to motivate the learners, how to provide feedback. She highlighted the reasons of drop out and emphasized on learner activeness. Prof. Srivastava has given examples of learners' support system of different universities in the world including IGNOU.

For the next session, she had given an activity, i.e. identification of problems faced by the study centres and the academic counsellors. The participants identified problems related to various components like infrastructural facilities, student information etc. The activity followed by interaction and discussion.

Session 15-16: Delivering Student Support at Distance

Professor Prabir Kr. Biswas and Dr. A. Guha were the resource persons for these sessions. At the beginning they highlighted the importance of various media to reach out students at a distance. They selected few important media namely written media (letters, leaflets and query pages in newsletter/magazines), and non-print media (telephone, radio, teleconferencing, computer) and engaged the participants in group activities. The participants were divided into four groups, and a group leader was identified for each group. All the groups were given a common activity, i.e. to list the advantages and disadvantages they perceive or experienced while using the above mentioned media for providing student support. Two groups were asked to prepare a leaflet on the topic "Time Management" with a view to provide support to the learners. Other two groups were asked to prepare "Session Plan" for one hour interactive radio counselling.

After the group completed their activities one group member of each group presented their write-up. A fruitful interaction took place. Some suggestions were given to the participants for modifications.

Day 6 (25-09-07)

Session 17-20: Counselling in Distance Education

Day 6 began with a presentation by Prof. Srivastava on "Counselling in Distance Education". She defined the term counselling and also exemplified the differences between tutoring and counselling. The typical problems of open and distance learners like family pressures, lack of books, lack of confidence, low levels of reading ability etc. were discussed. She elucidated on the two theories of counselling: Humanistic and Behaviouristic. She talked about what happens at counselling sessions and also about the different types of media to be used in counselling like audio, video, telephone, internet etc. She gave the participants tips for effective counselling sessions and also the methods of learning like problem based learning and co-operative learning. A short film on counselling in IGNOU was shown to the participants and also on the group-learning techniques used like brainstorming, snowballing, and discussion.

The post lunch sessions commenced with a discussions on the previous days activity. A mock radio counselling session was also held in which four participants took active part and others asked questions and took part in interaction.

Day 7 (26-09-07)

Session 21-24: Assessment in Distance Education

Prof. Prabir Kr. Biswas and Dr. A. Guha were the resource persons.

In the morning, Prof. Biswas distributed to the groups the pre-test questionnaire which were given on the first day, and were asked to respond to particular questions. Then the participants followed a discussion which gave a holistic information about different aspects of distance education. Prof. Guha then gave a talk on 'Assessment in Distance Education'. Then Prof. Biswas asked the participants to come one by one to the dais and explain what they understood of the topics like, 'What is an assignment?' 'Types of assignments', 'Importance of tutor comments', 'Types of tutor comments' etc. Prof. Biswas explained each topic after the participants' presentation.

The post lunch session consisted of an activity in which each individual participant was asked to evaluate certain answer sheets and write the margin comments, the global comments and give the overall grade. This was followed by a discussion in which the participants were asked to justify their evaluation.

The session was followed by a review session conducted by Prof. Biswas and Dr. Guha.

Day 8: (27-09-2007)

Session 25: Computer Components and Peripherals

Participants were introduced to 'Computer components and peripherals' by Mr. Sanjeev Singh. He explained about the various components of a computer, its hardware and software. He opened the CPU and demonstrated the function of all components. He also acquainted the participants with the different computer terminologies like GPRS, GSM, and IVRS etc.

Session 26-28: Introduction to MS Word – Text and Formatting

Ms. G. Mythili, Senior Analyst, STRIDE introduced MS-Word and explained the functions of MS-Word. She demonstrated various commands related to text formality with suitable examples. Participants were asked to do an actively which conceded of creating files, folders making columns, highlighting participles etc.

Day 9: (28-09-2007)

Session 29-30: MS-Word – Table Lists and Tracking, Mail Merging

The day began with demonstration by Ms. G. Mythili on MS-Word Tabel, Lists and Tracking. Here the participants got to know about page setup, how to insert page numbers, have to write the header and footer, and to do mail merging etc. followed by practice in the lab.

Session 31-32: MS-Word Graphics and Page Formatting

The post lunch session continued with Ms. G.Mythili's demonstration wherein she explained to insert symbols, about the format and format painter, how to produce file by creating a password etc. This was again followed by practices conducted by Mr. Singh and Ms. G.Mythili.

Day 10: (29-09-2007)

Session 33-34: MS-Word Graphics and Page Formatting

Day 10 began with a demonstration by Mr. S. Singh on 'Ms-Word: Graphics and Page formatting' where he explained to draw or insert a picture is a text. He also talked about HTML. Ms.G.Mythili continued the demonstration further, showing the participants to make templates and various other basic things.

Session 35-36: Introduction to MS-Power Point Presentation and Slide Formatting

Dr. Surajit Borkotoky, Associate professor, Dibrugarh University gave demonstration on 'Ms- Power point Presentation and slide formatting'. He explained to make slides design colour format and various components in the power point. In each session the participants were given an activity to complete. The activities were completed by the participants using various commands in MS-Word & Power point.

Day 11 (30-09-07)

There was no business session on Sunday. The participants were asked to prepare seven days report and give their feedback on the sessions held during day 4 to day 10. They were also asked to read the relevant parts (session details and supporting materials) from the Training Module for Academic Counsellors which was handed over to them at the time of registration.

Day 12 (01-10-07)

Session 37-38: MS – Power Point – Text, Colour, Printing

Day 12 started with a presentation on power point. Dr. Borkotoky gave a demonstration of' Ms Power point-text, colour, printing where he explained to insert charts, to create a hyperlink and to make a master slide and format in a power point slide. The presentation was followed by practical by the participants.

Session 39-40: MS=Power Point Graphics & Animation

The next session comprised of a demonstration by Ms. Mythili on MS Power Point, graphics and Animation, and to create a JPEG file. Also she showed the presentation how to do in custom animation of the slides. This was followed up by practical by the participants.

Day 13 (02-10-07)

This was a holiday (Mahatma Gandhi's birthday). There was no business session. However, the participants were suggested to read the other resources for example handbooks which were given to them at the time of registration.

Day 14 (03-10-07)

Session 41-42: Web-Teaching and Internet Learning

Day 14 began with a presentation by Ms. G. Mythili on 'web teaching and Internet learning'. Participants got acquainted with the terms as modem, the different internet connection types, the ISP's in India like ERNET, NICNET, GIAS, SOFTNET etc. and also got knowledge on E-mail and it's function. She also explained various search engines to browse the internet. This was followed by a presentation by Mr. Singh on 'Web learning'.

Session 43-44: MS - Outlook

The next session was a demonstration by Mr. Borkoloky on 'Ms Outlook'. He explained various components of Outlook, such as mail, task, creation, appointment setup by using power point presentation followed by demonstration. The last session was a demonstration by Mr. Singh on EDUSAT. He explained operations part of EDUSAT at regional centre.

Day 15 (4-10-07)

Session 45: Practice with Computer

The morning session was kept for practicing in computer. The participants were told to practice whatever they have learned during the workshop.

Session 46:

Review of the whole programme was made by Prof. Biswas & Ms. G. Mythili. Doubts raised by the participants were cleared by them.

Session 47: Post Workshop Evaluation of the Participants Knowledge

A structured questionnaire consisting of short answer and objective type questions were administered to the participants to test their knowledge with a view to compare their score with the one they received before the workshop. The results showing gain in achievement after the workshop is given in Table 5.1.

Table 5.1: Pre-workshop and post-workshop evaluation average score of the participants (in percentage)

Pre-workshop (average)	Post-workshop (average)	Increase in score (average)
34%	82%	48%

Session 48: Valediction

Participants expressed their opinion about the workshop. The valedictory address was delivered by Prof. Prabir Kr. Biswas, Coordinator of the workshop. The certificates of participation were distributed by Prof. Prabir Kr. Biswas, Dr. D. Laloo, Regional Director, Shillong and Ms. G. Mythili, Resource Person. Mr. Somi Joseph, ARD, Shillong presented the vote of thanks to all who helped in conducting the workshop successfully.

Resources

The following resources were distributed to the participants during the workshop.

- Training Module of Academic Counsellors,
- Seven STRIDE Handbooks (HB 1: Open and Distance Education, HB 2: Effective Learning, HB 3: Academic Counselling in Open and Distance Learning, HB 4: Assessment and Evaluation in Distance Education, HB 5: Development and Revision of Self-learning Materials, HB 7: Media and Technology in Distance Education, HB 14: Psychological Skills for Open and Distance Learning),
- Copy of all the presentations made by the resource persons in a CD/hard copy.

Feedback

All the participants had expressed satisfaction after attending the workshop. Some of the common impressions were: the workshop was scientifically designed; the concepts of ODL and all other contents were explained very well by the resource persons; individual and group activities made the understanding of the concept much easier and interesting and helped develop skills. The participants stated that they have come to know the actual roles and responsibilities of the academic counsellors. They were confident to organize counselling sessions in a more fruitful and organized manner. They also stated that they were confident to organize three day workshop at regional level for the academic counsellors as resource persons.

With regard to the organization of the workshop they stated that the whole workshop – right from the registration to the last day valediction – had been efficiently managed.

Individual comments by the participants

Some Individual Comments with regard to the Workshop are as follows:

“After completion of the workshop, we feel that the workshop is scientifically designed to maximize the learning output of the academic counsellors.”

“After attending the workshop we have come to know the actual role being played by the academic counsellors, as we were accustomed to simple lecturing in our counselling sessions. Now we can organize our counselling sessions in a more fruitful and organized manner.”

“Most of the sessions were activity oriented which demanded self learning, reasoning and finding out a solution for a particular problem. The interactive discussions at the end of the activities resulted in fruitful outputs which were understood better by us as compared to simple lecturing.”

“We will try our level best to implement these vital things and knowledge regarding ODL which we have come across in this MEGA Workshop.”

“In my opinion, the programme is successful and I am confident that the purpose for which the programme is launched will be fulfilled.”

“Above all, the workshop was a wonderful experience for me. Personally, I have benefited a lot because I have created awareness amongst the participants and about the actual role and responsibility of an academic counsellor.”

Report Prepared By

Workshop Coordinator: Professor Prabir Kr. Biswas, Professor in Distance Education, Staff Training and Research Institute of Distance Education (STRIDE), IGNOU.



STRIDE-NEP Collaborative 15-day Workshop for the Academic Counsellors (North-Eastern Region)
(20-9-07 to 04-10-07)
Venue: Regional Centre, Shillong, Meghalaya

Day & Date	Session (10.00-11.15hrs)	Tea Break (11.15- 11.30hrs)	Session (11.30-12.45hrs.)	Lunch Break (12.45- 13.45hrs.)	Session (13.45-15.00hrs.)	Tea Break (15.00- 15.15hrs.)	Session (15.15-16.30hrs.)
Day 1 20-9-07 Thu	S1: Registration & Pre-Workshop Evaluation of Participants knowledge(PKB/JK/AG/DL)		S2: Inaugural Session (Local dignitaries and IGNOU-STRIDE-NEP)		S3: ODL Concept and Development (SKP)		S4: ODL Concept and Development (SKP)
Day 2 21-09-07 Fri	S5: Instructional Design in Distance Education (Activity) (AG & PKB)		S6: Instructional Design in Distance Education (Activity) (AG & PKB)		S7: Needs and Characteristics of Self-Learning Print Material (AKG)		S8: Needs and Characteristics of Print Material (Activity) (PKB & AKG)
Day 3 22-09-07 Sat	S9: Self Learning Print Material (Activity) (PKB &AKG)		S10: Self Learning Print Material (Activity) (PKB, AG &AKG)		S11: Research in Distance Education (AKG)		S12: Research in Distance Education (Activity) (PKB, AG &AKG)
Day 4 23-09-07 Sun	Reading Training Module & Report Writing		Reading Training Module & Report Writing		Reading Training Module & Report Writing		Reading Training Module & Report Writing
Day 5 24-09-07 Mon	S13: Learner Support in Distance Education (MS)		S14: Learner Support in Distance Education (Activity) (MS)		S15: Delivering Student Support at Distance (PKB & AG)		S16: Delivering Student Support at Distance (Activity) (PKB & AG)
Day 6 25-09-07 Tue	S17: Tutoring Activities and Counseling (MS)		S18: Tutoring & Counseling (Activity) (MS)		S19: Counselling in Distance Education (Activity)(MS & AG)		S20: Counselling in Distance Education (Practical) Sr. Academic Counsellors

Day & Date	Session (10.00-11.15hrs)	Tea Break (11.15- 11.30hrs)	Session (11.30-12.45hrs.)	Lunch Break (12.45- 13.45hrs.)	Session (13.45-15.00hrs.)	Tea Break (15.00- 15.15hrs.)	Session (15.15-16.30hrs.)
Day 7 26-09-07 Wed	S21: Assessment in Distance Education (PKB & AG)		S22: Assessment in Distance Education (PKB & AG)		S23: Assessment in Distance Education (PKB/AG (Activity))		S24: Review Session (PKB/DL/AG)
Day 8 27-09-07 Thu	S25: Computer Components and Peripherals (SS)		S26: Introduction to MS Word – Text and Formatting (GM)		S27: Introduction to MS Word – Text and Formatting (Contd.) (GM)		S28: Introduction to MS Word – Text and Formatting (Practice) (SS)
Day 9 28-09-07 Fri	S29: MS Word – Table, Lists and Tracking (GM)		S30: MS Word, Mail Merging (GM)		S31: MS Word, Graphics and Page Formatting – Part I (SS)		S32: MS Word, Graphics and Page Formatting – Part I (Practice) (SS)
Day 10 29-09-07 Sat	S33: MS Word, Graphics and Page Formatting – Part II (GM)		S34: MS Word, Graphics and Page Formatting – Part-I I (GM)		S35: Introduction to MS – Power-point presentation and Slide formatting (SS/SB)		S36: Introduction to MS – Power-point presentation and Slide formatting (SS/SB)
Day 11 30-09-07 Sun	Reading Training Module and Supporting Materials and Report Writing		Reading Training Module and Supporting Materials and Report Writing		Reading Training Module and Supporting Materials and Report Writing		Reading Training Module and Supporting Materials and Report Writing
Day 12 01-10-07 Mon	S37: MS- Power-point – Text, Color, Printing (SS/SB)		S38: MS- Power-point – Text, Color, Printing (GM)		S39: MS Power-point Graphics & Animation (GM)		S 40: MS Power-point Graphics & Animation (Contd.) (GM)

Day & Date	Session (10.00-11.15hrs)	Tea Break (11.15-11.30hrs)	Session (11.30-12.45hrs.)	Lunch Break (12.45-13.45hrs.)	Session (13.45-15.00hrs.)	Tea Break (15.00-15.15hrs.)	Session (15.15-16.30hrs.)
Day 13 02-10-07 Tues	Holiday (Mahatma Gandhi's Birthday) Reading Handbooks and other Supporting Materials.						
Day 14 03-10-07 Wed	S41: Web-teaching (GM/SS)		S42: Internet Learning (GM/SS)		S43: MS-Outlook (SB)		S44: MS-Outlook (Contd.) (SB)
Day 15 04-10-07 Thu	S45: Review Session (PKB/GM)		S46: Review Session (PKB/GM)		S47: Evaluation (PKB/GM)		S48: Valedictory (Local dignitaries and IGNOU-STRIDE-NEP)

- 1) SKP: Prof. Santosh Kumar Panda
- 2) PKB: Prof. Prabir Kr. Biswas
- 3) AG: Dr. Ananya Guha
- 4) AKG: Dr. Ashok Kr. Gaba

- 5) MS: Prof. Manjulika Srivastava
- 6) SS: Mr. Sanjeev Singh
- 7) SB: Dr. Surajit Borkotoky
- 8) GM: Ms. G. Mythili

Two-day Training Workshop for the Academic Counsellors

Workshop Schedule (An Example)

	9:30-10:30 hrs. (60 mints)	10:31 - 10:45 hrs.	10:46 – 11:45 hrs. (60 mints)	11:46-13:15 hrs. (90 mints)	13:16 - 14:00 hrs.	14:01- 15:30 hrs. (90 mints)	15:31 - 15:45 hrs.	15:46-1 (75 min
D A Y 1	<ul style="list-style-type: none"> • Registration, • Pre-Workshop Testing • Inauguration 	T	<ul style="list-style-type: none"> • ODL Concept and Development, • Organisational Structure of IGNOU <p>❖ Session Plan</p> <ul style="list-style-type: none"> ➤ PowerPoint Presentation (35 mints) ➤ Interaction / Discussion (25 mints) 	<ul style="list-style-type: none"> • Needs and Characteristics of SLM with Special Reference to IGNOU Study Materials <p>❖ Session Plan</p> <ul style="list-style-type: none"> ➤ PowerPoint Presentation (40 mints) ➤ Interaction / Discussion & Familiarisation with IGNOU Study Materials (50 mints) 	L	<ul style="list-style-type: none"> • Learners Support in Distance Education • Support Services in IGNOU with Special Reference to RC/SC • Role of Academic Counsellors <p>❖ Session Plan</p> <ul style="list-style-type: none"> ➤ PowerPoint Presentation (40 mints) ➤ Interaction / Discussion/ Activity (50 mints) 	T	<ul style="list-style-type: none"> • Tutc in D • Whe • Con • Cou <p>• Fee</p> <p>Prog</p> <p>❖ Ses</p> <ul style="list-style-type: none"> ➤ Pow <p>(35</p> <p>• Inter</p> <p>Acti'</p>
D A Y 2	<ul style="list-style-type: none"> • Review of 1st Day Programme • Development of Study Skills <p>❖ Session Plan</p> <ul style="list-style-type: none"> ➤ PowerPoint Presentation (35 mints) ➤ Interaction / Discussion (25 mints) 	E A	<ul style="list-style-type: none"> • Assessment and Evaluation in Distance Education • Assignments in IGNOU • How to Write Tutor Comments <p>❖ Session Plan</p> <ul style="list-style-type: none"> ➤ PowerPoint Presentation (35 mints) <ul style="list-style-type: none"> • Interaction / Discussion (25 mints) 	<ul style="list-style-type: none"> • How to Write Tutor Comments (Practical) <p>❖ Session Plan</p> <ul style="list-style-type: none"> ➤ Activity (45 mints) ➤ Presentation by the Participants and Expert Comments (45 mints) 	U N C H	<ul style="list-style-type: none"> • Practicals/projects • Use of media • Issues and Concerns <p>❖ Session Plan</p> <ul style="list-style-type: none"> ➤ Interaction / Discussion 	E A	<ul style="list-style-type: none"> • Post • Writ • Vale