Title: **Training Open University associate lecturers to use Elluminate for tutorials**

Presenters: **Annie Eardley and Elke St John**
The Open University

Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Understand the benefits & traps of online training
- Identify pedagogical and technical aspects of online training
- Explore how to plan and prepare training sessions at distance effectively
- Recognise key aspects of successful online training

Session Outline

Key issues to be addressed are:

In 2008, the Open University adopted Elluminate to deliver online Synchronous tutorials. First extensively adopted by two departments (Languages and Maths), its use is now being extended. As an institution we are committed to offering the quality programme to all our students. Thus, the effective training of associate lecturers who are using Elluminate for tutoring is essential and forms the basis of its successful implementation. It is vital that tutors are trained to be able to transfer their f2f skills successfully to the online medium and a change of attitude towards a different set of pedagogical skills is likewise essential. (Price et al., 2007)

We were convinced that training should be carried out as distance learning since the medium is indeed the message and tutors would learn best in a situational learning situation (Anderson et al., 1996). For this reason, we devised a staff development programme carried out on Elluminate to address not only technical training, essential in itself, but the needs of Associate Lecturers to adapt their teaching techniques to the online environment. This programme was offered to the 700+ Associate Lecturers who have been appointed by the North West office of the Open University. Although, only a small proportion attended the training programme, they represented a variety of specialism and competencies.

Training participants remotely, just as teaching remotely presents new challenges : there are no visual clues as to how the participants are receiving the material, some participants are reluctant to actively engage, technical difficulties need to be resolved instantly not to interrupt the flow. The teacher needs to become a *"'guide on the side"* rather than a *"sage on*

the stage" (Goodyear et al., 2001). 'In our presentation, we will describe the various staff development sessions we offered and draw up conclusions as to what is effective and to the pitfalls a trainer should avoid.

Session Activities and Approximate Timings

30 minutes : presentation
15 minutes : questions

What type of Staff Development activities work best on an online synchronous environment ?
How can the trainer compensate for the lack of paralinguistic clues ?
Is it fair to say that it is less easy to create a community of practice through the use of an online synchronous environment ?

References

Anderson, J.R., Reder, L.M. and Simon, H.A. (1996) 'Situated learning and education', *Educational Researcher*, vol.25, no.4, pp.5–11.

Goodyear, P., Jones, C., Asensio, M., Hodgson, V. and Steeples, C. (2001) *Effective Networked Learning in Higher Education: Notes and Guidelines* [online], http://routes.open.ac.uk/ ixbin/ hixclient.exe?_IXDB_=routes&_IXSPFX_=g&submit-button=summary&%24+with+res_id+is+res19299 (last accessed 27 July 2011).

Price, L., Richardson, J.T.E. and Jelfs, A. (2007) 'Face-to-face versus online tutoring support in distance education', *Studies in Higher Education*, vol.32, pp.1–20; also available online at http://libezproxy.open.ac.uk/ login?url=http://dx.doi.org/ 10.1080/ 03075070601004366 (last accessed 27 July 2011).