

How to train the online tutors to the use of the I-TUTOR plug-in?

If you have downloaded this document, you have probably decided to use the I-TUTOR plug-in in your online courses in Moodle: good choice!

Here we will give you a few suggestions on how you can train your online tutors to use in full the available functions offered by the plug-in, and how to use learning materials provided.

Step 1 – Improve the skills of your online tutor(s) about online tutoring

Especially if you are dealing with not experienced tutors, it could happen that they are not very skilled in general attitudes toward online learning.

Provide them with a few reference materials about this topic, such as:

- Organizational procedures of your institution with regard to online learning;
- Quality criteria for online learning;
- Competences for online learning.

We suggest as reference materials for your tutor

- [E-learning for teachers and trainers](#), Cedefop series, 49 (2004)
- [Enhancing Online Students Engagement](#), eLearning Papers, n.º 30, September 2012
- [Three ways to Improve Students Engagement in the Classroom](#), Online CI@ssroom, March 2009
- [Online Student Engagement Tools and Strategies](#), Online CI@ssroom, February 2012

The overall concept of the plug-in in relation to the students, is self-regulated learning (SRL). Does your tutor needs to be trained in understanding the didactical value of SRL strategies?

I-TUTOR offers you a publication addressing this specific issue, available in four languages from the [Download](#) section of the website, provide your tutor with it.

Type of activity: self-learning

Duration: depending on the needs of the tutor

Step 2 – Building the document corpus (hidden database)

We suggest to build the database together with the tutor/teacher: the documents you will insert, will generate the conceptual map of the course: the uploaded content is very important to this respect.

Provide the [User Manual](#) to your tutor(s) first, then organise a practical session where you show the process of insertion, and they try to insert new documents.

Type of activity: learning by doing

Duration: about 2 hours

Step 3 – Preparing the beginning of the course

Except for the document corpus, the Moodle course can be instructed as usually in this VLE. Having the I-TUTOR plug-in installed and prepared will help monitoring of online activities, but will not hinder any other Moodle function.

The Alerting tool, if you decide to use it as we warmly recommend, can be set up before the beginning of the course: decide with your tutor which are the best alerts that you want the tutor and the students to receive, and try with them to set up one or two of them. S/he will be able to add further alerts during the course.

The reference document is the [User Manual](#).

Also, during the introduction to the course, students should be made aware of the possibility to use the Maps tool, that allow them to have the conceptual map of the domain of the course, and the Statistics tool, that will allow them in understanding their own progresses in learning compared to the classroom.

If your course is blended, we suggest to define with your tutor/teacher the best way to explain the functionalities of the plug-in alongside with the Moodle presentation, during the first lesson of the course.

If your course is fully online, we suggest to provide a short information text directly in the repository of the course, during the first module, which is usually Introduction.

Type of activity: learning by doing
Duration: about 1 hour

Step 3 – Using the plugin

Some of the functionalities of the plug-in (those monitoring the students behaviours in the virtual environment) need data to run. Therefore, e.g. Statistics tool or the Timeline tool will show results after the beginning of the course.

A detailed description on how these tools work and their benefit is included in the User Manual. However, we suggest to have a training meeting after the beginning of the course – from 15 days from the first online lesson, to 30 days after the first online lesson, depending on the course organisation, in order to “read” together the monitoring results and fix potential corrective actions with the students and the classroom

Type of activity: learning by doing
Duration: about 1 hour

We also strongly advise you to open a Moodle course about the use of the I-TUTOR plug-in for your online tutors! They can find there all learning materials, discuss with you and with peers, and this will be an added value for prospective tutors and teachers too.

ENJOY THE I-TUTOR PLUG-IN EXPERIENCE!