DOYIT eLearning Guide
1. Welcome
Welcome

Hey eTrainer! Yes, you, who are taking the challenge and also the advantage of using technology for learning. This eLearning guide for ERYICA eCourses will guide and remind you how to deliver each of the 4 eCourses on the Moodle learning platform. As you have probably already noticed, this guide has been prepared in Moodlerooms already - in this way you can get acquainted with this environment, exploring the various possibilities the platform offers. So, enjoy learning online and enjoy delivering a course online for other youth information workers in Europe!

1.1. Intro to the eLearning Guide

This guide is divided into 6 modules and each module has several chapters to cover. It is designed to lead you step-by-step towards delivering a quality eCourse to your learners. Each chapter is in the format of a Moodle Forum - so feel free to start discussions in them. In some chapters you will also find some food for thought - reflect on the questions. This will help to prepare better for your upcoming course.

At any time, you can come back to any of the chapters and search for relevant information. This eLearning guide will be updated with time. So, stay tuned!

This eGuide is a course that is self-paced and not coached. So take your time and be honest with yourself.

DOYIT eLearning Guide was prepared in the Key Action 2 project DOYIT. The leading partner was the European Youth Information and Counselling Agency (ERYICA) in partnership with the following organisations:

**Austria:**
Austrian Youth Information Centres

**Croatia:**
Association of Croatian Youth Information Centres

**Estonia:**
Egomind

**Finland:**
Humak University of Applied Sciences
Koordinaatti
Ireland:
Youth Work Ireland

Lithuania:
Creativitas

Luxembourg:
European Youth Information and Counselling Agency (coordinator)

Portugal:
Portuguese Institute of Sports and Youth

Spain:
Catalan Youth Agency

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OPEN FORUM

1.2. You as a learner

Becoming a trainer first of all requires you to experience being a learner yourself. We would love to learn more about you and your experience!

This is a short warm-up task for you:

1. Make a short presentation of yourself in the forum (start a new topic with your name). Feel free to explain in whichever way you prefer to other participants.

2. Do not forget to describe what kind of online learner you are. What experience do you have? How do you learn most on e-courses?

...Or if you don´t have experience, please describe what you expect from eLearning as a process. Say *hi!* to the other participants who introduced themselves already!
2. eLearning Principles
2. eLearning Principles

There are various formats for learning online. You have probably heard strange abbreviations like MOOC, SOOC, etc. We will help you understand them better!

Let’s have a look at several elements of Digital online learning:
- Self-paced online learning
- Collaborative online learning
- Blended learning

Combining those elements into a course can set the type of the course you are delivering.

What is MOOC, cMOOC, mOOC, SOOC?
- MOOC = Massive Open Online Learning
- cMOOC = Constructive or Collaborative Massive Open Online Learning
- mOOC = Micro Open Online Learning
- SOOC = Small Open Online Learning
- SPOC = Small Private Online Course
- DOCC = Distributed Online Collaborative Course

For more information, take a look at:
https://en.wikipedia.org/wiki/Massive_open_online_course

ERYICA eCourses are somewhere between SPOCs and MOOCs.

In our case, you will probably be organising something that is called a small private online course for a group of several youth information workers in your region (as a qualification course). It might also become a massive open online course for youth workers on national level (e.g. eYOMIM). Always have in mind how big your group is, because the approach of the tasks should change accordingly.

Remember: if you do not know whether the task is ok, always follow the foreseen learning outcomes and try to reach them in the best possible way!
Generally, **a lot of different issues should be considered** in online learning:

Time to allocate for studies (instruct learners to set aside time in their calendars for studying each week). This should not only be once, but twice or three times a week in the online learning area.

Keep to the agreed timetable, participate in online webinars if there are any on the course.

Ensure learner’s interest by sharing their own ideas and creating content in different ways.

Ensure learner’s interest by learning together with other students, and providing assignments alone or study in smaller groups.

Commit to continue the eCourse until the end.

Organise all necessary technical tools for studying online.

Anything else?...
As you can see, quite a number of challenges are waiting ahead. Make sure you will be ready for them!

Task for you:
*Write down for yourself or share it in the forum - what would you suggest doing in order to deal with the issues mentioned above?*
2.1. Learning Online

In all the courses, the activities and their style have already been planned. You as an eTrainer have a right to change them any time you want, just make sure that the course follows the right teaching approach for your group and course methodology.

Pedagogy is closely linked to assessment and feedback. Therefore, few words about them here. More information can be found in section 2.2.

Assessment and feedback of a single learning assignment can be given by other students as peer feedback, and teachers can give feedback in different ways, for example tools of evaluation. Feedback and assessment can be given in writing, by voice (Podcast), video, mind mapping techniques or qualitative sentences (evaluation).

- For reaching the aims of each eCourse, we need to have some kind of course support for participants, and that support person we name as eTrainer. Your tasks, as eTrainer, are to:
  - involve collaborative elements;
  - use videos often to make self-paced learning possible;
  - record live sessions so that participants who miss a session could benefit from the same experience;
  - provide assignments to participants between sessions to promote both the collaborative element and deeper learning;
  - the preparation of the content is work-intensive, so that the eTrainer has a relatively smaller role compared to face-to-face courses;
  - if online course pedagogy is linked to learning in small groups and you are aiming to have a collaborative online course with real time webinars, how do you create collaborative learning?
  - Tip: Create smaller groups of 3-5 participants in one group. They can do course assignments in their smaller groups.
  - The course assignments can be individual. But they can share them in smaller groups with each other and make one result out of all of them.
• As one group, they can make a summary of all assignments and then share this summary in plenary, which is made by the online webinar tool Collaborate. Each small group presents their content, outcomes, summary etc. of assignments in the online webinar of two hours.

• Each group has instructions for peer assessments of other group. So group A members assess group B’s final results, group B to C etc. And they can give their assessment in different ways, either in the online webinar, write them in Moodle rooms, or as the assignment requires.

• After all this is done, the coach of each smaller group will take a look at the assignments and give a final evaluation.

• This is a practical example of how an assignment with a small learning group can take place in coach-supported online learning.

There are plenty more examples. Please explore more possibilities in the book about Moodle rooms and collaborative tasks:

https://help.blackboard.com/fi-fi/Moodlerooms/Teacher/Content/Resources/Books

2.2. ePedagogy

The aim of coaching pedagogy is to activate students for their own learning. It is based on working together, carrying out activities and embracing the process of learning in groups, teams, and larger work communities. The goal is to have learning take place in real work situations as much as possible. Coaching pedagogy is learner-centred and the role of the eTrainer is to challenge the participants through facilitation and using collaborative/constructive working methods towards learning, rather than teaching or training them.

The common thread throughout the studies is to explore the thinking, practices, and cultures specific to the professional field in question. Learning experiences based on real work situations enhance students’ metacognitive and self-assessment skills, as well as their ability to transfer and apply different competences to new and ever-changing situations and environments.

Students develop their self-management skills, responsibility for their actions, and resilience to cope with change and uncertainty. Coaching pedagogy enhances students’ interaction and networking skills, the application of working methods and practices to different environments, and innovation know-how. The learning process also aims to provide students with the kind of skills that enable them to also succeed as developers and innovators in the workplace of the future.
Role of the eTrainer in eLearning

Virtual Learning Environments (VLE) are challenging both for eLearners and eTrainers. In an eLearning environment, it is much more evident that learning is self-directed and self-motivated. The learner does not have direct contact with other learners, nor with a trainer. Much of eLearning is done independently and often alone. The challenges for the eTrainer are similar – there is a lack of direct contact with learners, their learning associated emotions and feelings. In the majority of e-sessions, the content is designed beforehand and the emphasis of the trainer’s role is not so much on training as on facilitating.

A few ideas on the essence of facilitation based on the theoretical foundation of the course-coaching pedagogy. Coaching pedagogy is based on:

- social constructivist teaching philosophy (Piaget, Vygotsky) and
- principles of humanistic psychology (Rogers, Maslow) that form the core of coaching

First, a few thoughts on constructivist views on the role of a trainer:

For social constructivists, learning happens through the active construction of knowledge in a social environment. Knowledge consists of units of information that gain meaning through experience. “Teaching” itself becomes secondary as meaning-making, and construction of knowledge cannot be taught, it can only be facilitated.

Vygotsky speaks about scaffolding and sees the role of the “teacher” as a construction worker in setting up the scaffolding to support a building. In the educational context, the responsibility for learning lies with the learner, as the “teacher” can only scaffold the process by introducing new pieces of information, probing and questioning to develop critical thinking and meaning-making.

In the context of ERYICA e-courses, this means that the role of the trainer is:

- to be an expert in the content and provide learners with the opportunity to “immerse” themselves in subject information;
- to challenge and probe the learner to develop critical thinking in the field;
- to scaffold the learning process and create motivating learning conditions for independent self-directed learning;
- to encourage curiosity;
- to support different learning styles; and
- to recognise achievement.
Secondly, the social constructivist views on learning resonate very well with the other half of coaching pedagogy – the humanist perspectives that underpin coaching.

**Holistic approach to the learner** – each learner has a past and a present that has influenced their professional and educational choices. These experiences make them richer as learners and learners should be encouraged to be their authentic selves and to be involved with every detail of their learning:

- Supporting learners’ well-being and facilitating positive learning emotions and positive change
- Supporting self-actualisation and developing learners’ potential as learners who are resourceful and programmed for development
- Learners are goal-orientated but their goal setting within the discipline needs to be supported
- Inherent in the core concepts of individual growth, development, and positive change is the notion that learners themselves drive this growth in a journey of self-discovery and self-motivated change (Joseph and Bryant-Jefferies, 2007). As a result, the role of a teacher in this humanistic framework is that of facilitator
- Demonstrating unconditional positive regard, authentic empathy and congruence towards learners

**Working as an (e)Trainer**

Using the approach of coaching pedagogy significantly changes a trainer’s work and activities. Instead of being a conveyor of information, the trainer becomes a guide and facilitator of a positive learning process. The trainer’s key task is to foster an inspirational group atmosphere and spur the group on to discover creative ways of working. This also means dealing with the emotions and confusion experienced by participants. If needed, the trainer addresses the flaws in the group’s practices or any potential conflicts, while supporting the group members’ ability to solve their problems and resolve their conflicts in an independent and self-directed way.

The requirements for the eTrainer include:

- commitment;
- the willingness and ability to change their own behaviour
- cooperation
- and the ability to openly present and develop their own pedagogic practices
The eTrainer trusts the students without visibly controlling the learning situations. Important aspects in the coach’s work include 1) providing students with the best possible learning environments and situations so that they can make progress in their studies, 2) improving their competences, and 3) achieving the expected results.

Implementing teaching involves a variety of work methods that emphasise facilitating student cooperation, functionality, active participation, and self-direction, while also taking into account the students’ individual needs.

Successful eTraining is characterised by advanced planning. The eTrainer needs to have a meta-level understanding of the whole. This integrates the study unit’s learning objectives both into requirements on the knowledge base and more broadly into the functional, critical competences.

Training in your case is carried out in an online environment. The coach’s tasks in an online environment vary depending on, for example, whether the emphasis is on the learning process or the instruction process.

In the learning process, it is important to plan what kind of learning takes place online, what its role is for learning as a whole, and how online work best supports this whole. This involves online instruction, but it gains special importance when the online environment becomes the students’ main work environment. In addition, an important starting point is that students can choose their preferred work and study environments, such as Facebook, Twitter, etc.

In practice, learning rarely takes place exclusively online. It is common to use different forms of blended learning so that teaching combines teacher-led, self-organised, and web-based interaction. For the implementation of coaching pedagogy, blended learning is the common scenario for using an online environment. The key idea is to hand responsibility to the students so that the trainer’s task is to provide training support online as and when it is necessary.
2.3. Motivation management

Learner motivation has been thoroughly studied by a wealth of researchers. A universal link has been established between learners’ levels of motivation, their approaches to learning and achievements. The more motivated the learner, the deeper the learning and the better the results.

In this chapter, we will therefore take a closer look at learner motivation and discuss and provide you with space to reflect on your role as an eTrainer in motivating learners. We shall do that by first discussing three approaches to motivation in eLearning:

- the specifics of an eLearning environment;
- course structure; and
- individual needs.

At the end of this section, you are invited to reflect on your own approaches to training in the light of the theoretical concepts discussed. What are the dos and don’ts? In your eTrainings, how could you support learners’ motivation?

Motivation management in eLearning

Learning is a deeply personal activity—we cannot learn for others and others cannot learn for us. You have probably experienced this in your own activities as a learner and witnessed it even more as a trainer. Each of us engages in learning for our own reasons, usually to develop or improve a certain skill, set of skills or even restructure and develop a whole new skills system. Different learning activities demand different levels of engagement. For instance, acquiring the necessary skills for becoming a youth information worker is considerably more resource-consuming then learning how to post a video on YouTube. For achieving the best results, both have a common nominator. Can you guess what it is?

You are right: motivation.

Motivators and demotivators in eLearning:

1. Virtual Learning Environment (VLE) specific learner needs
Although online learning has many advantages over traditional face-to-face education that can enhance learner motivation-such as flexibility, affordability, independence, accessibility etc.-it has also several disadvantages. The possibility to learn everywhere where there is a computer and internet connection does make learning more appealing. But can you think of factors that may have an adverse effect on learners?
Most probably your brainstorming made you think of several factors, such as:

- Is it clear for the learner what they have to do?
- The learners are alone with their learning – no group, no trainer support
- High levels of self-organisation and discipline
- Limited feedback
- Feeling and being lonely
- Lack of IT competences for managing on the course
- ...

Research on learner motivation in eLearning has indeed identified that in order to maintain motivation, different eLearning specific needs have to be satisfied. These can be grouped into learner specific, course specific, technology specific, trainer specific, design specific and environment specific factors (Table 1)

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<th>Learner dimension</th>
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<td>Learner internet self-efficacy</td>
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<td>Instructor dimension</td>
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<td>Instructor response timeliness</td>
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<td>Environmental dimension</td>
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<td>Diversity in assessment</td>
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<td>Learner perceived interaction with others</td>
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*Table 1. VLE specific learner needs (Sun, Tsai, Finger, et al., 2008)*
Learner dimension
- Learner attitude towards computers Valmis
- Learner computer anxiety
- Learner internet self-efficacy
- Perceived eLearner satisfaction

Instructor dimension
- Instructor response timeliness
- Instructor attitude toward eLearning

Course dimension
- eLearning course flexibility
- eLearning course quality

Technology dimension
- Technology quality
- Internet quality

Design dimension
- Perceived usefulness
- Perceived ease of use

Environmental dimension
- Diversity in assessment
- Learner perceived interaction with others

Please take 10 minutes and reflect on which of these you think you can influence. How? Which are out of your reach? Why?

Some of the factors in Table 1. do not directly depend on you as an eTrainer. If a participant is using an old computer or unstable internet connection, then there is very little you can do about it. Similarly, the technicalities and content of eLearning course quality do not directly depend on you, as most of the modules have been pre-designed by other ERYICA trainers. Nevertheless, there is a great deal you can do to support participants’ needs in a virtual learning environment (VLE).

Firstly, by consciously taking into consideration the ones you can influence while communicating with participants. Secondly, you will have to address the factors that technically do not depend on you but are up to you to discuss, manage expectations and concerns and thus also establish the related environment. For instance, by making sure that the technical participation requirements have been discussed with participants and participant feedback to the course is thoroughly analysed and discussed with the ERYICA support team.
Let’s now take a closer look at the participant needs in eLearning that you will have an influence on. Sun and colleagues (2008) found that out of the 13 needs identified in Table 1, the most crucial for maintaining learner satisfaction are:

- Learner computer anxiety – learners enter the course with different IT skills and experiences with online learning. They ask questions like “Will I manage if I have not taken an eCourse before?”, “Are the exercises too difficult to manage if I am not fluent in using software, up and downloading content, etc. or if I do not know what to do when my mic is mute?”

- Learner perceived usefulness of the eCourse – one of the core principles of adult learning is that adults need to know how what they are learning is relevant and useful. The challenge is therefore to assure that this transparency is granted throughout the learning process – from assigning the tasks to moderating collaborative online discussions.

- Learner perceived ease of use of the eCourse – motivational science uses the phrase “optimal challenge” when describing the most engaging learning environments. The learner needs to feel competent and able to manage. This does not mean that learning activities need to be easy. On the contrary – a lack of challenges in the long run is experienced equally as demotivating as tasks which are too difficult. Therefore, if the course looks too difficult, there is very little motivation to engage with something you think you cannot manage.

- Instructor attitudes toward eLearning - how visible and supportive is the eTrainer to learners? How often and how quickly are learner concerns managed and questions answered? What is the “virtual self” that the eTrainer creates of themself?

Diversity in assessment – assessment is a crucial element for closing the learning loop for a learner. However, the way learning is assessed and provided can either support or undermine a learner’s motivation. On the one hand, assessment should follow the structure of learning tasks. For instance, if the learning tasks have been practical, so the assessment should be; if participants have learnt how to design a poster then their accomplishments should be assessed through practice as well, and not, let’s say, through writing an essay about poster design. On the other hand, various types (self-assessment, peer assessment, group assessment, trainer assessment) and methods (video reports, short portfolios, workplace activities, peer projects, critical reports, etc.) of assessment should be used to match the participants’ different learning styles and support critical thinking and creativity.

Please take 10 minutes and reflect on what your approach as a trainer is to managing these concerns and what you would do differently/ how would you address these issues in an eLearning environment?
TARGET model – motivating components of a course structure

Another approach for managing learner motivation - the TARGET model – has been developed by motivational researches (Ames, 1992). It takes six components or characteristics of learning environments described below. These have been proven to have an impact on learner motivation.

T stands for the structure of tasks and learning activities of the course. They should be different, challenging and perceived as interesting.

A stands for authority dimension in learning. It reflects how much power and responsibility is given to the learners and how much is it encouraged? Are learners encouraged to take responsibility for their learning? Experience various roles including leadership and decision-making in their learning process? How?

R describes the recognition dimension in learning. How are learners recognised for their efforts? Is it random or systematic? How do trainers encourage improvement?

G stands for grouping dimension in learning. Grouping that systematically encourages collaboration among different learners creates more possibilities for peer learning and collaboration.

E stands for evaluation of the learning process and encourages the use of varied evaluation methods for assessing individual progress and improvement.

T refers to questions related to timing dimension in learning – participants should have sufficient time as well as timely announced deadlines for planning their schedules and completing requested assignments.

This is a useful acronym to remember and reflect upon as an eTrainer. Do I, as an ERYICA eTrainer, consciously find ways to implement the TARGET model in my trainings?
**Learner specific motivation needs**

As well as VLE specific learner needs and characteristics of a course structure such as the TARGET model, there is also a third angle to motivation management. Learners have different motivators for enrolling in the course. These are not always due to the joy of learning itself. Very often learners are obliged to enrol on the course as part of a professional development programme or are motivated by a better salary, competitive advantage, new contacts and enlarging their professional network, etc.

Learner motivation may also change during the learning process. What started as an inherent interest for the learning activity itself may deteriorate into a coerced obligation. The opposite is also possible – learners who enter the course due to an obligation may grow into discovering a true passion for the topic.

Extrinsic and intrinsic motivation has been thoroughly studied in self-determination theory (SDT) (Deci and Ryan, 1985). According to SDT, learners can move on the motivation continuum and their motivation is not permanently fixed. In practical terms, this means that a participant who is obliged to join your eCourse because of a certificate or boss’s order may become a highly motivated learner when, except for the high standards of the course’s content, the learning environment meets the satisfaction of three basic needs.

According to SDT, the basic psychological needs individuals seek to satisfy are:

- need to feel autonomous (have ownership and volition over choices)
- need to feel competent
- need to feel related (safe, not ridiculed)

Satisfaction of those needs is experienced as highly motivating and in our eLearning context this means you as an eTrainer will have the power, but also the responsibility, to create a learning environment that satisfies those needs. By creating a learning environment that enables learners to feel autonomous, competent and related, learning motivation can be increased. This also applies the other way around – feelings of incompetence (the way feedback is given makes the learner feel stupid, the tasks are too difficult for the participant’s level, peer feedback is not moderated and some learners will over-shadow the others who may feel less capable, etc.), coercion (participants are not given a choice but rather put in front of a fact) and un-relatedness (poor group dynamic, trainer’s cynical remarks, etc.) are experienced as inherently demotivating.

Facilitators need to be aware of their role in managing learner motivation in these categories and consciously create a motivational atmosphere.
Learner autonomy is supported by teaching and learning activities (TLA) that enable the learner to choose between different learning strategies for achieving the learning outcome (we need to create a poster but you can choose the topic and software from the following list...)

Feeling competent is achieved by designing TLAs that are experienced as optimally challenging as well as assessment that focuses on positive progress (learners are given regular and timely process-related feedback, progress is pointed out in a positive manner, areas of development are presented not as faults but as points to improve etc.).

Relatedness is experienced through a bias-free and welcoming learning environment, where the learner feels safe among their peers and tutor (you as an eTrainer will have to visualise the “milk and cookies” for each individual participant- not as a one-off project, but a continuous effort throughout the course).

Key points to take with you and practice on your ERYICA eCourses as an eTrainer:
Please take some time to reflect and write down suggestions for your future eTrainings.

2.4. Online Ethics

eLearning Course Policies are a core set of values and behaviours online. Please read carefully the following guidelines and keep them up while leading the eCourse. Make sure participants are acquainted with the following agreements and conducts.

Participant Privacy

Your participants’ privacy and confidentiality rights are very important. The personal data they provide to participate in the course will not be used for any other purpose or in any other situation.

Some of the activities or assignments in the course may imply sharing personal information and/or comments and written work with the other participants, the eTrainers and administration. We may also want to quote someone’s work and input, for instance as an example or support to other courses and in other situations, so we should ask participants to take time to read, fill in and sign a form like the following example:

Permission-to-Use Form

Our privacy policy is in accordance with the General Data Protection Regulation of the EU.
Discussion Policy

This discussion policy contains guidelines for participation in chats and forums.

- Forums will have an associated deadline by which time all participants must have posted their responses and opinions to receive credits for participation;
- Chats will have a specified time period during which participants can participate;
- The eTrainer will participate in the discussions in specific periods always indicated at the beginning of the discussions;
- Within 24 hours of the end of a discussion, the eTrainer will review all learners’ posts/responses and post a comment as a course announcement;
- Discussion assignment instructions will be given concerning all discussion assignments and will indicate the number of points that can be earned and the assessment criteria (when a specific discussion assignment is graded);
- Participants are expected to focus on the specific topic of the discussion as assigned. The introduction of irrelevant subjects is not permitted. Violators will be asked to leave the discussion;
- All participants have a right to express their own opinions in discussions, and every other participant must respect this right. Any participant posting a comment disrespectful of this right will be asked to leave the discussion, and a grade of 0 points will be recorded;
- “Flaming” is posting abusive or insulting messages. Any participant who engages in flaming in a discussion will be required to leave the course;
- Controlling behaviour includes, but is not limited to, attempts to dominate a discussion by posting threads excessively, intentionally changing the discussion topic, or exhibiting an inappropriate or argumentative attitude. Controlling behaviour is not permitted. Violators will be asked to leave the discussion, and a grade of 0 points will be recorded;
- Learners required to leave a discussion will be notified of the consequence in a private message.
**Software Standards**

Software standards are a requirement for successful eLearning, so please read the information on which standards are established for each course module.

**Assignment Policy**

- Participants will submit all assignments electronically via the course site;

- If there are technical problems with the course site, assignments can be sent to the eTrainer by e-mail, but only in that case. The subject of the e-mail must include the learner’s name, the course alphanumeric designator, and the number of the assignment. No work received via e-mail will be graded if the subject line is not properly completed;

- All assignment due dates will be clearly displayed. Late assignments will not be accepted;

- The course software standards for submissions of assignments will be indicated in the course rules. Assignments completed in other formats will not be accepted;

- When technical problems occur, and a participant cannot submit his/her assignment electronically, he/she should send an e-mail or message to the eTrainer to explain the difficulty;

- The eTrainers will review assignments within the period indicated for each assignment and send feedback electronically, through comments posted on an assignment returned via the course site;

- Grades on assignments will be posted in the gradebook on the due date. You must refer to the gradebook on the course site to determine the grade earned on each assignment;

- If a participant needs to discuss their grade or feedback received from the eTrainer on an assignment, they should make an appointment with their eTrainer. This may be done through personal messaging enabled in the Moodle system; and

- Learners must ensure that assignment files are free of viruses before submitting them, as well as with all other documents they wish to submit or share in the course site. Keep your virus detection software up to date. Should an assignment or other file fail scrutiny by our institution’s standard virus detection software, the participant submitting it will be so advised.
Getting Technical Help

There is an Advanced Discussion forum of the course for technical and other issues concerning the course.

Participants are responsible for the operation of the computing system they use. A malfunctioning computer system is not a valid excuse for submitting late work.

If technical difficulties of our responsibility affect assignments, quizzes, queries or scheduled presentations, your eTrainer will use the following procedures to provide appropriate directions, in the order listed below:

- An announcement will be posted on the course site.
- If the course is unavailable, an e-mail will be sent to all participants.

Participant Code of Conduct

This code of conduct is established to ensure that all participants have a clear understanding of the expectations we have regarding their conduct in this course.

It is the responsibility of each learner to:

- Treat all other participants, eTrainers and guests with dignity and respect in all interactions and electronic communications;
- Comply with the information technology policies of ERYICA; and
- Participate respectfully in team collaborations and team projects. Disrespectful responses or comments to other participants or the eTrainer, complaints about the course in the wrong place or the use of inappropriate language will not be tolerated.

Learner participation in these eLearning courses is very important, so we recommend all participants to:

- Approach the course with a desire to learn;
- Be self-motivated and self-disciplined, managing well your time;
- Develop the necessary technology skills;
- Contribute to course discussions;
- Contribute to team activities, and respect the ideas of others;
- Submit constructive suggestions for improving the course.
Intellectual Property Rights/Copyrights

Copyright is the legal exclusive right of someone who creates a work – for example a poem, a song, a photograph, an article, a book, a video, etc. – to control the copying of all or a portion of that work. This means that someone who creates a work has intellectual property rights to that work, and copyright is implied by the existence of the work as soon as it is placed in a medium that can be distributed or copied (even if the medium is simply an unpublished manuscript).

Many works already have a copyright notice attached, but those that don’t have it are also protected by copyright law.

Many web authors, but not all, consider their websites or materials published on the web to be in the public domain and are willing to share freely the information or work published.

Nevertheless, when using/copying materials and works produced by others, everyone should pay attention to copyright notices and follow Fair Use Guidelines.

Under the “fair use” rule of copyright law, a person may make limited use of another person’s work without asking permission.

Uses That Are Generally Fair Uses

Subject to some general limitations, the following types of uses are usually deemed fair uses:

- Criticism and comment - for example, quoting or excerpting a work in a review or criticism for purposes of illustration or comment.
- News reporting – for example, summarising an address or article, with brief quotations, in a news report.
- Research and scholarship – for example, quoting a short passage in a scholarly, scientific, or technical work for illustration or clarification of the author’s observations.
- Non-profit educational uses – for example, photocopying or sharing of limited portions of works, by teachers, for course use.
- Parody – that is, a work that ridicules another, usually well-known, work by imitating it in a comic way.
- In most other situations, copying is not legally a fair use. Without an author’s permission, such a use violates the author’s copyright.
To respect copyright law, all participants must be aware that, whenever they wish to quote, share or use the work of another person they should follow these basic principles:

- Be clear concerning the purpose and character of use – non-profit educational use.
- Take into account the nature of the copyrighted work – is it fact-based or more imaginative, creative? Is it published/public or private?
- The amount of and significance of the portion of work cited/used must be proportional to the length of the work.
- The effect of your use in the potential market or value of the work must be seriously considered.

Task for you: Think and choose which of the guidelines mentioned above you see as most challenging to follow for you and for your participants. Why?

Resources:
For more information on copyright you can see:
https://creativecommons.org/category/policy-advocacy-copyright-reform/Copyrights%20and%20CC.mov

Based on:

- “The Importance of Policies in eLearning Instruction”, by Shirley Waterhouse and Rodney O. Rodgers, EDUCAUSE QUARTERLY, nº3 -2004
2.5 Open badges for recognition and motivation

During any of the ERYICA digital courses, participants will be able to receive any of the 5 open badges through the Moodle platform. You as the eTrainer will have to make sure to introduce this reward to participants and check if the badges are set up. If they are not, please follow the instructions on how to set up a badge system in your course.

**Instructions**

Badges will have to be created manually for each course. As admin, you will have to go to the admin panel of the course:

- > Badges-> Add Badge

For badge No. 1 (On-board):

- (Badge details)- copy name, description from this table. Add your contact details, the icon of the badge, set the expiry date if needed

- (Criteria)- add badge criteria ‘Activity completion’-> choose the activities that are dedicated for on-boarding process (introduction, maybe some of the activities in the first module?) Choose all the activities that matter.-> ‘The activity is complete when’ - > choose ‘all of the selected activities are complete’

- (Message)- edit message if you want

The badge will be issued to the recipient automatically, when they complete the marked activities.

For badges No. 2, 3, 4, 5:

- (Badge details)- copy name, description from this table. Add your contact details, the icon of the badge, set the expiry date if needed

- (Criteria)- add badge criteria ‘Manually issue by role’-> choose admin /teacher. Set that one of them can (unless you want that both issue it)

- (Message)- edit message if you want

You can now issue the badge to a specific recipient, when needed, according to the badge description.
<table>
<thead>
<tr>
<th>No.</th>
<th>Badge Image</th>
<th>Badge description</th>
<th>Who awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On-board</td>
<td>This badge confirms that you participated in the on-boarding activity of this learning course. You spent time learning about the process of learning online, tried out the Moodle platform tools and are ready to learn together with others.</td>
<td>Automatically, after person completes Introductory activities and sessions</td>
</tr>
<tr>
<td>2</td>
<td>Active online</td>
<td>If someone asked who I heard from the most during this course - it would definitely be you! This badge confirms your active participation in the course discussion forums and your contribution to the quality of these discussions. This badge confirms your commitment to learning and sharing your opinion, resources and willingness to give feedback to others.</td>
<td>Teacher/Admin</td>
</tr>
<tr>
<td>3</td>
<td>Deadline buddy</td>
<td>Always on time is probably your motto! This badge confirms that most of the time during this online learning course you kept with deadlines and respected the time of others. This badge reflects your commitment and good time planning skills. Your contribution is important to the success of your learning and learning of others!</td>
<td>Teacher/Admin</td>
</tr>
</tbody>
</table>
Is there something you would not be interested in? You did all the extra tasks and read all the resources for learning during this course. This badge confirms that you are interested in going deeper, exploring more and learning more.

More and more

Teacher/Admin

This badge confirms that you dedicated time and gave feedback to the organisers and teachers of this course. Feedback is the key to development - and you opened the door to improvement. This badge confirms your ability to provide constructive feedback and suggest proposals for future courses.

Feedback is key
3. Organising eLearning course
3. Organising eLearning course

In this module, you will dive deeper into the technical side of organising and implementing an eCourse with the Moodle platform. We divided this section into three main stages: preparation for the course, implementation and closing/evaluation. We hope this will encourage you even more to explore the Moodle environment and the content of the course you will be delivering.

3.1. Preparation

3.1.1 Setting up the eCourse

At this moment, there are probably two options:

- whether you are just learning about eCourses with ERYICA and will deliver such a course some day in the future, or
- you are already hired to deliver a specific eCourse.

**In both cases there are certain steps to take:**

1. Make sure you have been connected to the right copy of the eCourse you will be delivering in Moodle rooms and have the teacher rights (you will see the learning environment from an editor’s perspective). This step will be implemented by the authorities of ERYICA and Humak University. To connect to the Moodle system, you will need to have an account on the moodle.humak.fi platform. Your user name and password will be generated by Humak.
Ordering any DOYIT eCourse template

At first you will need to inform imre.simon@eryica.org which of the courses you would like to have a copy of for your use. There is a need for trainer- user ID and passwords. Take a look at the process below.

User ID and password for your courses

Ordering user ID and passwords for trainers and participants of these courses (timetable, participants excel-sheet for example) requires time, usually 3-5 working days. Here we attach an excel-template, which you will fill in and send to imre.simon@eryica.org. We will create a user ID for the participants before the course begins. They will get information about passwords directly by email. You can also get the list of participants’ user IDs and passwords and then you can inform them. Please leave enough time for this process in your planning.

Trainers of the course will need to inform participants about any course-related information, access details etc. You can also do this at the course news area. All information written to course news area will be sent to participants’ emails. Humak UAS will not inform or contact your participants.

2. When you on-board participants to the course, you will find the general version of the course. You will need to look through the course materials and tasks and make any necessary changes, according to the group size, specific aims and objectives, and your creativity! In some cases, the same objective will provide several methodological options - make sure you choose one that aligns well with the whole flow of the course.

3. If you work in a team of eTrainers- discuss your roles and responsibilities in between. Prepare the timeline of deadlines for each module following the requirements of each course.

4. Set up a kick-off webinar date and time (task: Collaborative webinar).

5. Inform participants about the flow of the course in advance. Collect the necessary information to connect your participants to your course.
3.1.2. Technical aspects of Moodle Rooms

At first, it might seem complicated to work in the Moodle learning platform, especially if you are not familiar with it. But don’t worry! There are plenty of tutorials and guidelines on how to use it. Here are some that will be a good starting point.

**How to login into the Humak Moodle rooms**, how to change the operating language and My courses area, and where to find all DOYIT course-environments. Please take a look. The video takes ca. 5 minutes:

**Moodle rooms instructions:**

- for the eTrainer:  [https://help.blackboard.com/fi-fi/Moodlerooms/Teacher](https://help.blackboard.com/fi-fi/Moodlerooms/Teacher)

- General info of Activities (tools to create learning processes on Moodle rooms)  
  [https://help.blackboard.com/fi-fi/Moodlerooms/Teacher/Content/Activities](https://help.blackboard.com/fi-fi/Moodlerooms/Teacher/Content/Activities)

- General info of resources (tools to create learning materials on Moodle rooms)  
  [https://help.blackboard.com/fi-fi/Moodlerooms/Teacher/Content/Resources](https://help.blackboard.com/fi-fi/Moodlerooms/Teacher/Content/Resources)

- for participants:  [https://help.blackboard.com/fi-fi/Moodlerooms/Student](https://help.blackboard.com/fi-fi/Moodlerooms/Student)

- Moodle rooms videos:  [https://www.youtube.com/user/MoodleroomsVideo/videos](https://www.youtube.com/user/MoodleroomsVideo/videos)

**Moodle for Motivation Guide:**


**Adding videos to your tasks:**

A YouTube video can be linked to your tasks in the following cases:

- The video is public on YouTube;

- The video can be seen by a shared link and those with access to the link can see the video;

- Only private use (it can be used for example for drafts, when expecting comments from the DOYIT team etc.) and published later on;

- Remember that when a video is uploaded to YouTube, course creators need to add the video links to DOYIT Moodle rooms environment.
Collaborate webinar tool instructions:

- for the eTrainer: https://help.blackboard.com/fi-fi/Collaborate/Ultra/Moderator
- for participants: https://help.blackboard.com/fi-fi/Collaborate/Ultra/Participant
- video tutorials of Collaborate: https://youtu.be/R7cNlyJb8bw?list=PLontYaReEU1thrYkZ4tymKpywUTB_dkD

When organising webinars, the starting point is to think beforehand:

- what kind of information shall be included in each session?
- what kind of tasks shall be used in each webinar?

Pedagogically webinars can include:

- lectures
- videos
- other kinds of material, which can be presented to the participants.

Pedagogically, the idea of webinars is not only that the course leader talks: some kind of participatory methodology is also needed. The chat option makes the webinar-session more interactive. The amount of possibilities for interaction is at the same time linked to the number of participants. You can also have very interactive web discussions with a large group when it is divided into smaller groups.

Technically to have a webinar you:

- Log in first to Moodle rooms;
- Use the Collaborate ultra;
- It is highly recommended that you start on time by checking beforehand that the sound and internet connection are working well. It is also recommended that the participants of the course start checking that they are able to log in to Moodle rooms, to the right Collaborate ultra session and check the voice settings.

Webinars can include different kind of assignments. People can also be asked to read something beforehand and the task can be to discuss about certain questions in webinar. Or people can be asked to comment on certain aspects in the webinar session.

Pedagogically, the best part of the webinars is that it links the online and offline reality.
3.1.3. Check-list for eTrainers

Here we shall provide all the necessary practical information for eTrainers to prepare and launch an online course. All the points come from very practical previous experiences. That’s right- we did the job for you!

The content provides useful information and an overview for eTrainers to see what exactly needs to be done for successful and professional course launch/management. So, make sure that:

• All participants have received user ID and information on how to log-in first time.
• All participants have received a ‘welcome to the course’ message on time, informing them about the aims, working style, timetable, starting webinar, eTrainers, how you receive certification (conditions when you receive certification), number of participants.
• There is a badge system set up and in place (see page 2.5 of this eLearning guide).
• Information about the starting webinar should include that participants should have headphones with a microphone or another kind of audio system to be able to participate in an active way in the webinar.
• Starting webinar: Explains the aim and content of the course, working style, different activity types, timetable, shows the main functions of the platform. Some kind of getting to know each other activity is also good.
• Record the starting webinar.
• One of the eTrainers should take responsibility for the main communication to all participants, namely message participants every week.
• If participants are divided into smaller study groups, each study group has to have their own eTrainer, who follows the progress of the course.
• The eTrainer should be active also in commenting with inputs in different activities.
• Keep clear that all communication between the eTrainers and participants happens through the eLearning platform. This way you have all comments, questions and discussions in one place.
• Together with your team members, analyse the Quality Checklist for eLearning from the Quality Tool of this course and evaluate the quality before starting the course. More information in the next chapter “3.1.4 Quality Tool”.

Task for you: after you try to deliver a course yourself - please add your suggestions in the forum as well!
3.2. Course Delivery

3.2.1. Statistics and reports

You can always see the progress of each participant in the report area.

- Activity completion Tracking
  https://help.blackboard.com/fi-fi/Moodlerooms/Teacher/Reports/Activity_Completion_Tracking

- Activity log
  https://help.blackboard.com/fi-fi/Moodlerooms/Teacher/Reports/Activity_Log

- Participant will also get reports about their grades and completion:
  https://help.blackboard.com/fi-fi/Moodlerooms/Student/Grades

We really recommend giving a short overview and sending some reminders to participants from time to time - it is always so easy to miss a deadline. A reminder message at least once per week would do the job.

Task for you: how else can you ensure ongoing engagement among your participants and the course area?

3.2.2. Assessment and feedback

Coaching pedagogy changes assessment. It becomes more multifaceted as the learning process becomes more diverse too. The assessment addresses the learning process as a whole and the learning outputs related to it. The aim is to evaluate larger modules instead of small individual tasks, and to recognise and support students’ personal development by making it visible.

To a great extent, assessment is carried out in line with similar principles and emphases applied to performance in the workplace. The assessment therefore focuses on concrete work performance, the kind of actions that show how successfully the work tasks or the project with its different phases have been carried out. The elements of assessment include the successfulness and functionality of the final result; management and organisation of the work process; the ability to use methods and tools as well as work-related knowledge. Assessment also addresses the new knowledge generated during the activities, reflection on it, and possible ideas for further development as well as how the work carried out in the group has evolved. The aim is to implement assessment continuously during the learning process, not just afterwards and at the end.
You, as an eTrainer, have to make sure and be transparent that the participants have reached the envisaged learning outcomes for obtaining an ERYICA certificate:

- Participants will only get a YIntro certificate if they followed 100% of the modules. If a participant missed some of the modules and failed to follow the final deadlines, ERYICA can issue a separate paper stating which sessions were attended. Attendance of the online modules will be recorded automatically by the system (e.g. opening of the forums, tasks, assessments, etc.)

- eTrainers have to follow up on the assessment results of each module assignment (if there is any). In some cases, the Moodle system will count it automatically, in other cases there will be a need for a peer or eTrainer review.

- Participants have the right to know pre-defined criteria for evaluation of their assignments according to which they will judge if participants have reached the envisaged learning outcomes.

Assessment will be implemented on the following aspects:

- Active interaction within the Moodle learning platform (watching tutorials, adding comments, uploading files, etc.)

- Implementing concrete tasks during the project and showing real learning outcomes (providing with assignments, implementing tests, etc.)

- Providing personal reflection and self-evaluation.

There are several types of evaluators of provided evidence:

- the Moodle platform itself
- participant her/himself (self-assessment)
- coaching group (peer-participants)
- eTrainer

As an eTrainer, you will find the descriptions of the evaluation procedure next to each task. In case it is a subjective assessment (e.g. evaluation of a creative task), the eTrainer has to provide a reasoned explanation to the learner, justifying your choice and evaluation decision, based on the pre-defined criteria.
Range of scores

Each assignment will have indicated criteria for successful completion of the task. Those criteria will be judged against the following scale. The participant fulfilled the criteria on a scale of 1 to 4, where it equals:

1 Fail. Meaning: the assignment fails to address the criteria or cannot be judged due to missing or incomplete information. The answer does not address the question/task asked, or gives very little relevant information. The participant does not pass the task. They have to resubmit the assignment before a set deadline.

2 Satisfactory/fair. Meaning: the assignment broadly addresses the criteria, but there are some weaknesses. The answer gives some relevant information, but there are several areas where detail is lacking, or the information is unclear.

The participant will get a comment and is invited (but not obliged) to resubmit an improved version of the assignment. Participant passes the task.

3 Good. Meaning: the assignment addresses the criterion well, although some small improvements could be made. The answer gives clear information on all or nearly all of the evidence needed.

Participant will get a comment with his evaluation. Participant passes the task.

4 Very good. Meaning: the assignment addresses all relevant aspects of the criterion in the question convincingly and successfully. The answer provides all the information and evidence needed and there are no concerns or areas of weakness.

Participant will get a comment with his evaluation. Participant passes the task.

eTrainers are expected to give comments on each award criterion and, in their comments, refer explicitly to the elements of analysis under the relevant criterion. The comments on each award criterion have to reflect and justify the range of score (fail, fair, good, very good) given for it.

At the end of the assessment, eTrainers give overall comments on the participant as a whole. In the comments, experts must provide a thorough analysis of the assessment highlighting its relative strengths and weaknesses and indicating what improvements could be made.
Open badges

Do not forget to recognise the horizontal competences of participants for their contribution and involvement, apart from implementing course activities. You as an eTrainer will have to issue badges manually to those participants who deserve it. Read more about how to do it in 2.5 section of this eLearning guide.

Think and reflect:

*What are your limits, as an eTrainer, while assessing your learners? Can you be objective in every case?*

*What are the ways to avoid any subjective judgment in the assessment process?*

*What are the ways to provide informative and constructive feedback?*

3.3. Evaluation and follow-up

3.3.1. Closing and Evaluation

After the course, it is important to gather feedback from your participants, as well as evaluate the success within your team.

Here are some tools for that:

- Within your team, go through the Quality management tool again and make a final evaluation. Was your eCourse delivered in a quality way? The Quality evaluation form for eTrainers, another form for Participants

- Prepare some recommendations, tips and hints for the future implementation of such eCourses and share them with the ERYICA team.

- Ask the ERYICA Secretariat to prepare an evaluation form for your group. Ask your participants to fill it.

- Prepare the necessary information about the participants who successfully finished the course (names, surnames and the number of activities they completed). Send this data to an ERYICA representative coordinating the training activities.
3.3.2. Certificates

Participants of online youth information and counselling learning courses will be recognised with an ERYICA certificate, HUMAK University ECTS credit and Open digital badges.

**ERYICA certificate**

The organisation in charge of an eLearning course must communicate the names of the participants to the ERYICA Secretariat, who will issue the certificates with the minimum signatures of an ERYICA representative and eTrainers of that training course. Upon request, the signatures on the certificates might be the ones of an ERYICA representative, eTrainers and the National Members.

In case a national partner is using only a part of a training course, it is still possible to have the ERYICA logo because the modules are based on the differences in national needs. Whoever is organising a national training with ERYICA content must send a short English summary of its content to the ERYICA Secretariat and then they will receive the ERYICA logo for the training.

Trainings that include only parts of ERYICA material might not be called an ERYICA online course/training and ERYICA will not issue certificates.

**2. Humak University ECTS credit**

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload.

Credits are awarded to individual participants of ERYICA online courses after they have completed the required learning activities and achieved the defined learning outcomes, as evidenced by appropriate assessment.

For courses that last 24-26 hours, HUMAK University will issue 1 ECTS credit. This is not valid during 2017 because the crediting process takes time. Credit will be issued only to the participants who finish the course within the grade 2 or above (see the assessment scale in the previous chapter).

The organisation in charge of an online training course is compelled to communicate the names of the participants and the Humak University will issue the certificates. This will then be an automatic process when it is ready (2018).
3. Open digital badges

Open digital badges are a standard to recognise and verify learning and achievements. They are digital micro-credentials that may represent identity, interests, competences and achievements across the web.

Mozilla Foundation introduced Open Badges Infrastructure in 2011 as a new shared technical standard to help recognise skills and achievements. Badges that are compliant with the Mozilla Open Badges standard follow the technical protocols that specify the requirements for badge image, metadata, badge issuing and storage.

Watch the video.

Participants of the online courses will be awarded with pre-set Open badge system. Each badge will have certain tasks to complete in order to get the badge.

Later badges can be shared on social and professional networks, CVs and portfolios.

INFORMATION ABOUT BADGE SYSTEM WILL BE UPDATED SOON
4. Methodology of ERYICA eCourses
4. Methodology of ERYICA eCourses

You can learn more about the overall training system of ERYICA here. eCourses are part of the ERYICA training system. That is why the general requirements for implementing ERYICA courses apply in the online environment too. Learn more about each ERYICA online course in the following chapters.

4.1 eDigital YIntro

Aims of Digital YIntro:

• introduce relevant areas, competences and skills within Digital Youth Information
• offer a basic course on specific skills and tasks when working with young people in digital environments
• enhance a common quality framework within the ERYICA-Network
• promote the ERYICA Webbies Workshop and the booklet on “Safety and Quality in Online Youth Information” and motivate Youth Information Workers to actively use it

The overall aims of the training course are covered within 4 areas:

• Key terms for online information literacy
• Quality issues for digital youth information
• Producing quality youth information
• Participation in digital youth information

Participants will in different ways get familiar with key terms related to online information literacy. Participants will also get a clear understanding of the definition of information literacy and what the role of Youth Information Services is in transmitting information literacy. After the review of main principles in digital youth information work, participants experience the variety of online environments young people frequent. This is accompanied by exploring the challenges and opportunities the virtual world offers. This knowledge is deepened by learning to search for information online. There are many ways to provide digital youth information services for young people.
Therefore, the focus of this area lies on developing skills to create quality digital services. The more challenging part of digital youth information work might be the real-time counselling and provision of other similar services. Participants will learn how young people themselves are acting in different digital environments and channels. Participants will also get an idea about how they can involve young people in online information services. Policies for quality and safety in digital environments are also discussed and handled at the end of the course.

By the end of the Digital YIntro Course, the participant should demonstrate:

1. An understanding of key terms and information literacy in Digital Youth Information
2. An understanding of quality issues of Digital Youth Information
3. An understanding in producing quality Digital Youth Information
4. An awareness of participation in Digital Youth Information

Structure of the Digital YIntro eCourse

The course follows the logic of thematic areas and aims (mentioned above) which are spread over 6 learning weeks. Each week consists of an introduction to the topic and several learning activities.

The learning activities are designed to help the participants discover and learn about issues related to youth information literacy online. Week flow:

- Module 1, one week
- Module 2, one week
- Module 3, two weeks (one week parallel with module 4)
- Module 4, two weeks (one week parallel with module 3)

The majority of the learning activities are based on learning by doing. The participants are given different tasks that they have to complete. This is done either individually, together with other learners or at their actual workplaces as part of their daily work with young people and colleagues. Participants are invited to submit their completed tasks either via assignments (these come directly to you) or weekly forums. In forums, the results are visible for everyone so participants can get familiar with the wider context of digital youth information work implementation within their organisations.

As an eTrainer, your task will be to guide participants through this journey, be actively involved in the discussions, guidance, assessment work and giving feedback to your learners.

The learning activities follow the logic of the training manual and are adapted to the eLearning context.

Enjoy learning and delivering the training to future digital youth information workers!
4.2. eYoMIM

As a result of the course the youth workers - future YoMIM Guides - will gain knowledge and competences that complement the services offered by Youth Information Centres (YICs) by paying special regard to young people who take part in cross-border European mobility programmes.

Through the guidance and information YoMIM Guides provide, young people can optimise their stay abroad. By getting engaged in the YoMIM service, YICs can also increase and maximise their impact on the target community.

Overall aims of the Training Course are:

- to prepare YoMIM Guides with the skills, knowledge and practical information required to support them in their role of providing (quality) information to young people on the move
- to ensure YoMIM Guides understand the values and attitudes needed to perform their role
- to enhance the development and progression of the YoMIM network

The overall aims of the training course are covered within 5 areas:

- The YOMIM Concept
- Orientation and getting ready
- Welcome and stay
- Return and what now?

Next Steps

By the end of the YoMIM Training Course, participants should demonstrate:

- an awareness of the basic principles and background of YoMIM services concept;
- an understanding of basic methods and approaches used to support a young person to get ready for a new mobility experience;
- an awareness of the skills, values, responsibilities and individual roles of the YoMIM Guides, as well as their abilities to define necessary frames and agree about necessary levels for their support to young people;
- an awareness of youth mobility experiences to be able to use it as motivation and new directions for other outgoing young people; and
- an understanding of the importance of networking, and possibilities to improve cooperation within the YoMIM network
**Structure of the YoMIM eCourse**

The course follows the logic of thematic areas (concept, orientation and getting ready, welcome and stay, return and what now, next steps) which are spread over 7 learning weeks. Each week consists of an introduction to the topic and several learning activities. The learning activities are designed to help the participants discover and learn about issues related to youth mobility information.

In the piloting phase, these tasks are for you to try out, comment and feedback. In the last section of the course, you will find an area called “Instructions”. The written manual of the course is available there to help you in preparations for running the course. This is material for the eTrainers, not the participants. Feel free to add comments and additions for other eTrainers. This is a developing course that you are expected to contribute to with your experience and knowledge.

The majority of the learning activities are based on learning by doing. The participants are given different tasks that they have to complete. This is done either individually, together with other learners or at their actual workplaces as part of their daily work with young people and colleagues. Participants are invited to submit their completed tasks either via assignments (these come directly to you) or weekly forums. In forums, the results are visible for everyone so participants can get familiar with the wider context of mobility information work in different organisations.

The learning activities follow the logic of the training manual and are adapted to the eLearning context. As this course involves many topics that need trainer facilitation (networking, quality, promotion) and one of the objectives of the course is to enlarge the network of YoMIM guides, almost every week includes a live webinar. Webinars are meant for collaborative action, group discussions and networking. As a trainer, your task will be to emphasise and facilitate discussions over key learning points of the week.

In case of any questions the support team is here to help. There is a general forum for eTrainers – make good use of that as well so others can see your experiences.

**Enjoy training!**

**4.3. eALTYO**

Information will be ready soon.

**4.4. eJIMMY**

Information will be ready soon.
5. Online Resources
5. Online resources

**ERYICA training system:**

- https://www.eryica.org/training/

**Collaborate webinar tool instructions:**

- for the eTrainer: https://help.blackboard.com/fi-fi/Collaborate/Ultra/Moderator
- for participants: https://help.blackboard.com/fi-fi/Collaborate/Ultra/Participant
- video tutorials of Collaborate: https://youtu.be/R7cNllyJb8bw?list=PLontYaReEU1thrYkZR4tyKpyvuTB_dkD

**Moodlerooms instructions:**

- for the eTrainer: https://help.blackboard.com/fi-fi/Moodlerooms/Teacher
- General info of Activities (tools to create learning process on Moodle rooms): https://help.blackboard.com/fi-fi/Moodlerooms/Teacher/Content/Activities
- General info of resources (tools to create learning materials on Moodle rooms): https://help.blackboard.com/fi-fi/Moodlerooms/Teacher/Content/Resources
- for participants: https://help.blackboard.com/fi-fi/Moodlerooms/Student

**Moodle rooms videos:** https://www.youtube.com/user/MoodleroomsVideo/videos

**Moodle for Motivation Guide:**


**How to login to the Humak Moodle rooms**

“The Importance of Policies in eLearning Instruction”, by Shirley Waterhouse and Rodney O. Rodgers, EDUCAUSE QUARTERLY, nº3-2004,


**MOOC Wiki:**

https://en.wikipedia.org/wiki/Massive_open_online_course
6. Closing remarks

Thank you for going through this eLearning guide. We hope it was and will be useful while delivering eCourses with ERYICA. If you have any feedback, please write it in the forum section.

Good luck in delivering quality trainings!