

E-Tutor Qualification 2021

Workshop III



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Agenda

1. Introduction of course supervisors
2. Reflection E-lectures
3. Get2know
4. Repetition on E-Moderation stages
5. Exercise E-Modeation stages & measures
6. Coffee Break
7. Repetition Conflict Management
8. Exercise Conflict Identification
9. Exercise Conflict Management Concept
10. Repetition & Outline



1. Introduction of course supervisors

Who we are ...



Prof. Dr. Eric Schoop

Chair holder



Alexander Clauss

Research associate



Mattis Altmann

Research associate

What we do ...

Support and solutions for ...

- complex university and company learning environments through suitable e-learning arrangements
- knowledge-oriented teamwork through collaborative social software systems.

Responsible for ...

- Community management qualification
- E-Tutor qualification and supervision
- Learning Analytics in community management
- Community Management Expert

Responsible for ...

- Didactical design of e-learning scenarios
- Project management capacity building in E-Learning and Virtual Mobility
- Improvement of group formation processes

2. Reflection of E-lectures

After completing your first self-paced learning phase, please tell us how you have dealt with it:

- Did everything work for you?
- How often did you look at it?
- Which functions were used?
- Technical problems?
- Open content issues?
- Access in MS Teams?
- Further questions?



3. Get2know

Get2know - Emoji check:

- Round table check: How are you feeling today?
- Try to find an Emoji (in your app) that describes your feelings the best and post it into the chat
- Let's see how the others feel



3. Get2know

Get2know - Bucket List:

Things you want to do in your life before passing on

Imagine you are living in a shared apartment with your teammates and you can only have one bucket list together

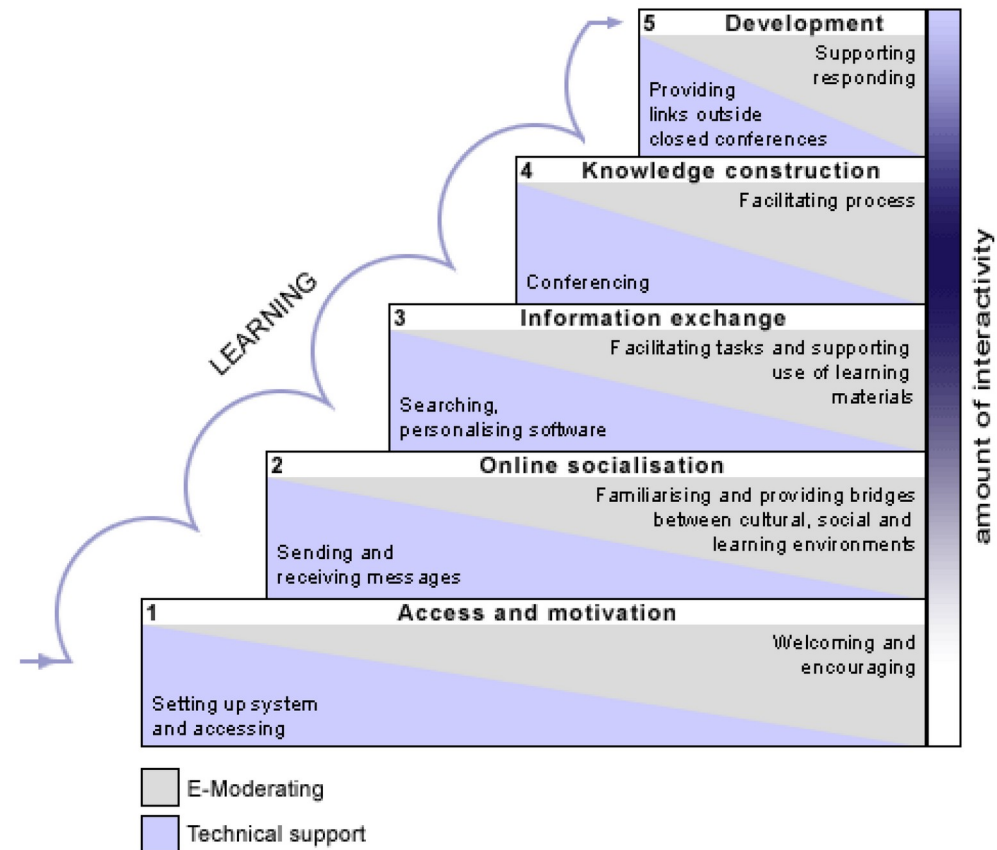
- Come together in random breakout rooms
- Your Bucket List can contain up to 5 things / activities
- Discuss within your team which things you want to do (10 minutes discussion time)
- Present your groups bucket list to the plenum afterwards



3. Repetition E-Moderation stages

The 5 stage model of Gilly Salmon (Salmon 2013)

- Strategic approach to connect the content of the course with a specific strategy of interaction
- Each stage needs different measures to be accomplished
- Each stage needs different measures regarding E-moderation and technical support
- Amount of interactivity changes according to the 5 stages



4. Repetition E-Moderation stages

- Access and motivation

E-moderation

- Invite and motivate participants to interact
- Welcoming new participants and initiating welcome rounds
- Create transparency: clarify the purpose and added value of the community

Technical support

- Creating access to the platform
- Technical introductions to systems and tools
- Plan for errors
- Important: Even if digital media are used on a daily basis, e.g. for communication, their use for learning purposes can still be new.

Enable general access and a positive attitude towards the work and learning platform



4. Repetition E-Moderation stages

- Online socialization

E-moderation

- Creating a foundation for collaborative learning
- Making the value of shared learning tangible
- Building a foundation of trust
- Stimulate mutual support among participants
- Schedule appropriate responses so that individual actions can be perceived

Technical support

- Support of sending own contributions and receiving from strangers
- Creation of own contributions
- Identifying appropriate topics and subgroups
- Activate notification so that feedback can be perceived

- getting used to joint active working and learning on platform
 - make the advantages of collaborative learning clear
 - no discussion of technical content yet
 - low-threshold activities that are easy and fun to do



4. Repetition E-Moderation stages

- Information exchange

E-moderation

- Stimulate exchange of existing knowledge
- Provision of additional learning materials (literature, podcasts, videos, etc.)
- Explicit research or evaluation assignments
- Support for orientation through predefined structures
- Formulation of deadlines, dates and expected results

Technical support

- Provision of appropriate tools for information search
- Support for customization to adapt tools to personal preferences and prior experience

Creation of a common grounding - uniform understanding of topics



4. Repetition E-Moderation stages

- Knowledge construction

E-moderation

- Promote references between technical topics and personal experiences
- Enable building new experiences
- Facilitate sharing of new experiences with others
- Provide a rough framework for learning processes to achieve further learning objectives

Technical support

- Enabling online discussions
- If necessary, support for the selection of further suitable tools

→ in-depth technical understanding and the development of transfer skills
→ complex group tasks possible



4. Repetition E-Moderation stages

- Development

E-moderation

- Stimulate self-reflection
- Promote practical transfer of newly acquired expertise
- Identify existing knowledge gaps and plan further handling of them

Technical support

- References to resources outside the closed forums
- If necessary, enable expansion within the framework of open innovation to include external actors and topics

→ learners' reflection on their own learning behavior is the main focus
→ development of an awareness of the personally appropriate metacognitive → learning strategies and of responsibility for one's own further path of development



5. Exercise: E-Moderation

5 stage Model from Gilly Salmon

Join the Miro Board

Group 1:

https://miro.com/app/board/o9J_IBIPr7M=

Group 2:

https://miro.com/app/board/o9J_IBIPrCI=

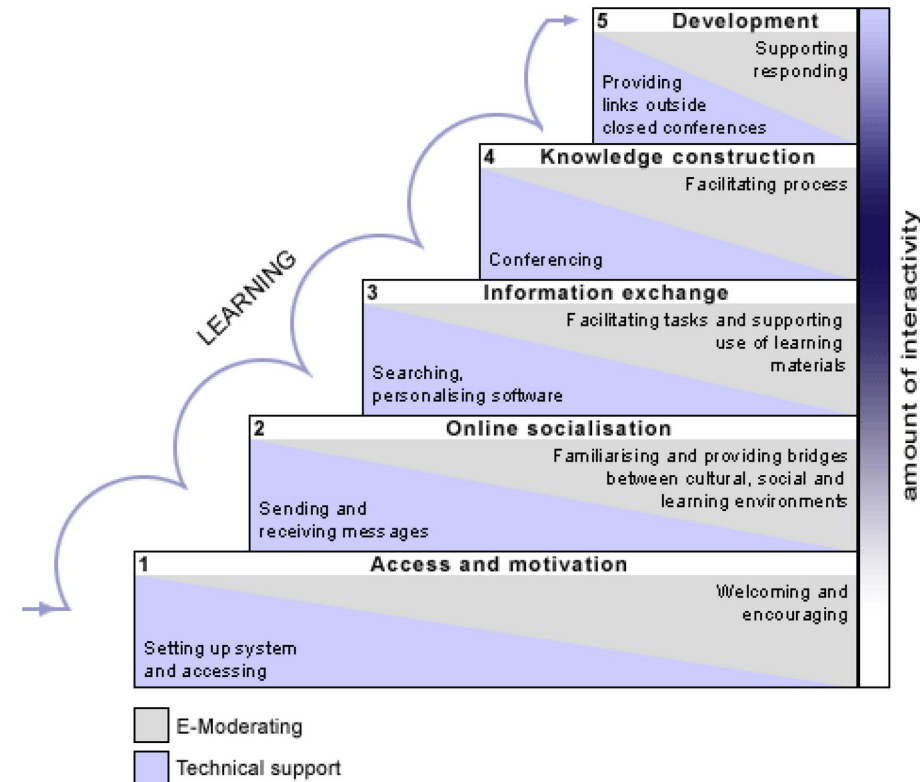
Group 3:

https://miro.com/app/board/o9J_IBIPrKM=

Group 4:

https://miro.com/app/board/o9J_IBIPrW8=

Try to find concrete support measures for every stage concerning **E-Moderating** and **Technical Support**. Use the Miro Board to draw your arguments on sticky notes



6. Coffee Break

Coffee break

Time: 15 minutes

Start at 15:00



7. Conflict Diagnosis and -Intervention

Conflicts

- are disturbances
- interrupt the course of action
- are a burden
- have a tendency to escalate
- expand and increase in intensity
- are accompanied by a progressive restriction of the ability to perceive and to decide
- create a pressure to find a solution

(Kratz, 2003)

Conflict Management

- Measures to prevent an escalation or the spread of an existing conflict
- Systematic, conscious and targeted handling of (classes of recurring) conflicts

• (Häseler, 2004, p.6)



7. Conflict Diagnosis and -Intervention

Differentiated according to Object of Dispute:

Objective (behavioural) Conflicts:

- objective and cognitive topics

Conflict of Interest:

- due to different interests

Relationship Conflicts:

- emotional and relationship topics

Role Conflicts:

- due to different expectations and fulfilment of social roles

Internal Conflicts:

- due to conceptions and feelings of a person

Value Conflicts:

- due to different values and principles

(Proksch, 2010, p. 5ff)



7. Conflict Diagnosis and -Intervention

Matter of Dispute

- **Objective Conflict**
objective and cognitive topics
(content-related task processing)
- **Relationship Conflict**
emotional- and relationship-type
topics
- **Role Conflicts**
objective or emotional

Manifestations

- **Latent Conflicts**
realisation and experience of an
impact, but no hostile behaviour
towards a further party
- **Manifest Conflict**
expression of the impact through
conflict behaviour

Characteristics Conflict

- **Intrapersonal Conflict**
on individual level (internal
conflict)
- **Interpersonal Conflict**
on collective level

Range of Effort

- **Frictions**
single isolated conflict topics
- **Position Battles**
expansion of power and influence,
rejection/ change of positions
- **System Change Battles**
fundamental changes

7.1 "Bird's Eye View" Diagnosis

Application Task

The following examples are situations from VCL projects that may contain a social conflict.

- 1. Which situations contains a social conflict and which doesn't?*
 - 2. If an example is a social conflict ...*
 - ... what kind of conflict is it? (multiple answers possible)*
 - ... which cause of conflict is (presumably) present?*
 - ... what would you do in the situation as a community manager?*
- (The choices are: intervene!; no intervention, but keeping an eye on the situation; no intervention and no further following up on the situation)*
 - Please justify your decision.*
 - <https://forms.office.com/r/C8kzTV7A82>*



7.2 Diagnosis in Communication Flows

Example

(Schilling, 2011, p. 117, modified)

18:21	Kathrin Schneider	You know that we are behind schedule. The tutor already asked today.
18:22	José Fernandez	I just found it... in the forum. I'll go for a quick smoke... see you in a bit.
18:23	Amy Adkins	Yes, let's take a 5 minute break.
18:28 18:30	Leonard Cooper	What going on here? You guys can't be serious. @José Fernandez: What did you copy into the document? completely without structure... What are we supposed to use that for, you had so much time :-(@all: I am very disappointed that you guys are not taking this seriously. I am talking about <i>Amy Adkins, José Fernandez</i> , who have not managed to deliver something useful on time. @Kathrin Schneider: I am especially annoyed by your project management... you seem to have bigger problems. We are talking everything through a thousand times, everyone with everyone, but nothing results from all the talking! There is no coordination, cooperation and so on... if you'd ask me, that is your responsibility, <i>Ms. Schneider</i> :-(
18:31	Amy Adkins	and what's the deal with <i>Fabio Santos</i> , he hasn't contributed anything yet



7.2 Diagnosis in Communication Flows

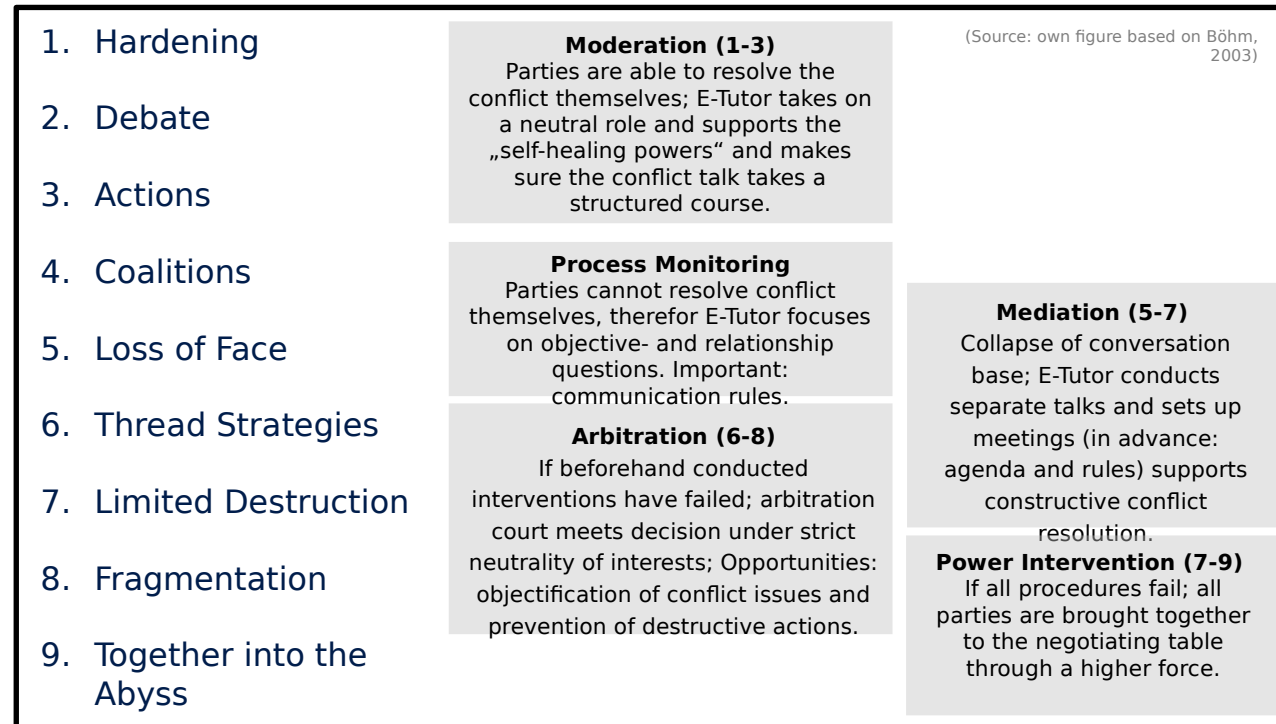
Components of a diagnosis report:

1. conflict types
2. conflict causes
3. conflict-issues/ dispute topics
4. conflict course
5. conflict parties
6. relationship between conflict parties
7. basic attitude towards conflict
8. conflict levels according to Glasl



7.2 Diagnosis in Communication Flows

Strategy Models for De-Escalation



8. Exercise Conflict Management Concept

Outline a **concept** for conflict management. It should be made clear how conflicts that endanger the project or have a lasting negative impact on general cooperation can be prevented or identified at an early stage.

Collect **approaches for both sides** (prevention and identification) and describe them.

Link to Miro: https://miro.com/app/board/o9J_IBgBP2Q=



9. Next steps:

Complete the evaluation diary on a regular basis:

- Reflection of the quality of E-Tutor qualification
- Collected regularly in the E-Tutor diary ([template on Teams](#))
- Diary to be handed in 1 week after the final workshop
- Date for hand in of diary: July 2nd 2021
- Upload the diary to the cloud ([LINK](#))

ATTENTION: In the next week we will have the final evaluation accompanied by ISSBS.



9. Next steps:

Workshop	Date & Time
Kickoff Meeting	April 23rd, 2021 13:00 - 14:00
Self learning phase 1: E-lectures & self evaluation	April 23rd to May 13th 2021
Workshop 1	May 14th 2021 13:00 - 16:00
Self learning phase 2: E-lectures & self evaluation	May 14th - May 27th 2021
Workshop 2	May 28th 2021 13:00 - 16:00
Self learning phase 3: E-lectures & self evaluation	May 28th 2021 - June 10th 2021
Workshop 3	June 11th 2021 13:00 - 16:00
Self learning phase 4: E-lectures & self evaluation	June 11th - June 24th 2021
Workshop 4	June 25th 2021 13:00 - 16:00

Self learning phase: E-lectures and self evaluation tests; asynchronously

Workshops: Consolidation of learning phase; synchronously

- Self paced
- Individual learning

- Led by TUD
- Learning in groups

Workshop Reflection

Questions?



Thanks a lot for your
attention.

More information about the project:

www.valeu-x.eu

More information about the Chair of Information
Mangement:

https://tu-dresden.de/bu/wirtschaft/winf/wiim?set_language=en



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