Online Training, the treasure within

A. Online Training
4. New role of the online learner

www.ontrain.eu

Content

Let's start

Online learners leave the role of passive recipients of didactically prepared knowledge in favour of self-responsible initiators and organisers of their own learning process. Learning work is done by the learners themselves. They determine goals and contents in self-directed learning forms and shape their learning process self-responsible[1].

What am I learning here and why?

In this learning unit we want to show that the role of learners in E-learning scenarios is also different from that in classrooms. The role of the online learner has a high proportion of self-control: so-called self-regulated learning is in the foreground.

What content will I find here?

The learners will learn that their role is constantly changing adapt to the new technologies (due to digitalisation). At the end the learner will know what their tasks are and which functions they have in online learning environments. They know more about the different types of learners, self-regulated learning, and are able to use these information for their own online-learning experience.

New role of the learner

In E-Learning self-regulated learning is increasingly coming to the foreground. But this form of learning always depends on the type of learner too, whether it is successful or not.

Types of Learner

As we have just heard the learner has a very active role in an online learning setting compared to a regular classroom training. Self-learning competence is therefore a key factor in online learning. Only then can knowledge acquisition and learning ultimately be successful. This means that whether online learning is successful always depends on the person itself and on the type of learner behind that person. Let's take a closer look at the types of learners.

Types of learners: A note on the subject

In the following we talk about the different types of learners. These tell us how a certain group of people learns best.

---

[1] Cf. Graf, P./Motamedi, S. **(**2001): Formen der Weiterbildung, IN: Seminare 2001, pp. 137-164.; hier: S.154 quoted from Lindecke, Ch.; Beer, D. (2003): Vom dozieren zum beraten – veränderte Rollen im Lernprozess der betrieblichen Weiterbildung.

Watch out! This classification is **not perfect**. Most people are mixtures of these types and don't fit 100% in one category. But still, these can help you to present information in the best way as possible. Take a look at your own learning needs and maybe you learn something new!

The auditive learner

As the name suggests: the auditive learner learns best by using his/her hearing. How can you notice? It is easier for you to process information you've learned, rather than information you've read. How to learn best?

- **Preparing information:** Record your own voice reading out loud what you need to learn and listen to it again and again. Maybe you can have somebody read that information to you, too.
- **Conversation:** Talk to other learners about the contents, e.g. establish a study group.
- **Video:** Maybe you have the opportunity to learn with the help of videos.

The visual learner

As the name suggests the visual learner learns best, when the information is presented in a picture/image heavy way. The most extreme version of this learner is somebody with an eidetic memory. How to learn best?

- **Create your own learning materials:** Maybe it would be of great value to you to create your own Handouts, images, mindmaps of diagram etc. In doing this you go through the information again and sort the contents according to your needs!
- **Repetition:** Look at these contents again and again. Maybe copy these and hang them everywhere in your apartment.
- **Do it yourself:** When in a classroom always write down what the teacher is telling you! Learning materials created by others might be next to useful to you. Sorting the information the way you like is important to you.
- **Pictoral visualisation:** Make photos of what you are studying or look for them online. This can help you to visualise knowledge and relate the information to a visual.

The haptic/ kinästhetic learner

The haptic learner learns by doing things him-/herself. The sense of touch is especially pronounced with the haptic learner. How to learn best?

- **Learning by doing:** It won't always be possible to build models and other 3D-visuals. Therefore, try to go through difficult learning materials step by steps as you would by building something.
- **Writing:** Writing the contents down might help you brain to keep you hand and our thoughts moving at the same time.
- **Movement:** It can be helpful for you to stay moving while learning, to be albe to relate movement and learning. Maybe walk up and down your apartment while learning the materials.

The global learner

The global learner learns best, when having a clear view on what to learn. How to learn best?

- **Preparation:** The global learner learns best when having an overview of the topic. Contents should not be surprising to the global learner since this might overwhelm,
- **Revision:** Revision is as important as is preparation. If the content is not sorted in the way you like, it might disappear.

The analytical learner

The name says it: the analytical learner loves a logical, systematic presentation of knowledge. How to learn best?

- **Structure:** It may be double the work, but arranging the contents in a logical and well thought out way is important to the global learner.
- **Revision:** Do not forget about revision. Knowledge stays longer with us, when revised.

Solving problems: The analytical learner likes to think about the learned information. Therefore it might help to solve little questions/problems you pose yourself[2].

The learner as active constructor in self-regulated learning processes

In an E-Learning course, the role of a participant is totally different than in an in-class course. There is no timetable with appointments and commitments. You are free to decide, when to learn, from where and how deep you want to delve into the topic. Questions like "Am I taking part in the forum discussions?", "Will I be doing that exercise…or not?" or "Am I learning the content from start to finish?" are for you to answer. This is what we call self-regulated learning. The learner is assigned here an active role in the learning process:

- They must plan their own learning process independently,

---

[2] cf. GrandExpertS Learning Unit 2:Methods (Autorin: Elena Coroian, ILI-FAU: Learning types.

- set their own goals,
- become aware of their existing previous knowledge,
- search for suitable learning resources and
- then work on them at their own learning pace according to their personal needs (cf. Fischer & Mandl, 2002)[3].
- he/she must monitor his own learning progress,
- adapt it to the constantly changing requirements of the learning material and
- then always evaluate his learning outcomes in order to be able to weigh up whether he is achieving the learning goals he set himself at the beginning of the learning process.

To make self-regulated learning a success, the participant needs a basic set of skills, namely self-organisation, self-motivation and adaptivity to the learning materials.

Many people think of this E-learning method as a freeing and motivating. Negative tensions like having to learn, writing tests and submission dates don't exist. Especially older people are capable of self-paced learning. They often have organized themselves for years, are motivated to partake and interested in the topic (that's why you are here, right?). Pressure to study and comparisons with others (marks etc.) are completely unnecessary.

Having said that, there are people who can be overwhelmed by this freedom and who are in need of a stronger direction. Therefore, it is no surprise that one of the main reasons why people drop out of E-learning courses is that they have problems getting organized. In this case, tutors can help by tutoring them more closely. In extreme cases the tutor can suggest the person to look into other educational programs – but this happens very rarely in our experience.

Important: Self-regulated learning is not synonymous with learning alone or in complete isolation. Important factors in prompting the learning process is the tutor and the other learners. They are company, help and an outlet.

Exercise

Think about what is important to make a self-regulated E-learning experience successful. How can you help your participants along the way? What skills and strategies are necessary and helpful? Discuss these thoughts with the other participants[4].

Example

For better understanding self-regulated learning can be illustrated very well using the example of heating regulation: In order to regulate the temperature in a room, a temperature must first be determined that is desired for the room (target value). At the same time, the current temperature in the room must be measured (actual value). As soon as there is a deviation between the target and actual value, the system is heated and

---

[3] cf. Fischer, F. & Mandl, H. (2002). Lehren und Lernen mit neuen Medien. In: R. Tippelt (Hrsg.), *Handbuch Bildungsforschung*, (S. 623–637). Opladen: Leske + Budrich, quoted from Niegemann, H. u.a. (2008): Kompendium multimediales Lernen. Berlin, Springer-Verlag; S.65-79; here: pp.65.

[4] cf. GrandExpertS Learning Unit 1: Learning online (author: Anne-Marie Lipphardt, ILI-FAU): Participant as active constructor

the heating continues until it has reached the target value again. Once the preset temperature has been reached, the system switches back to its activity and only intervenes again when there is a deviation from the setpoint. If this example is now transferred to the self-regulation of a person during task processing, the goal set by the learner (e.g. working through the scripts for the lecture of a semester in the lecture-free period) is the target value. After the self-observation (where the scripts are currently located), the actual value can then be determined and compared with the target value. If the target value has not yet been reached, strategies can be applied to achieve it (e.g. self-motivation strategies). Only strategies that are target-oriented are retained. In the case of strategies that do not lead to the goal, it must be decided whether the strategies or the goal are to be adjusted[5].

Exercises

In order to be able to organize yourself in online learning environments, it is necessary to be able to prioritize tasks and bring them in line with appropriate time management. The Eisenhower method can be very helpful for both trainers and learners.

Exercise 1: Concept mapping

With the help of the Eisenhower method, priorities can be set sensibly and tasks can be arranged according to their importance and urgency. This results in a categorisation that helps to decide which tasks should be processed immediately, later or not at all.

	NOT URGENT	URGENT
IMPORTANT	II Not urgent Important DECIDE/ SCHEDULE	I Urgent Important DO
NOT IMPORTANT	III Not urgent Not important DELETE	IV Urgent Not important DELEGATE

---

[5] Dr. Perels, F. (2011): Selbstreguliertes Lernen. IN: Institut für Qualitätsentwicklung (heute: hessische Lehrkräfteakademie), Rheigans, K. i.A. des Hessischen Kultusministeriums (Hrsg.), Wiesbaden; p.5. Online unter: https://kultusministerium.hessen.de/presse/infomaterial/9/selbstreguliertes-lernen (Stand: 20.08.2019)

Source: own depiction

With the Eisenhower method, there are four ways to set priorities:

- Urgent and important: These tasks must be completed immediately.
- Important, but not urgent: These tasks don't force us to do them immediately, but they are so important in our life, work or project that we have to include them in our schedule.
- Urgent, but not important: If possible, such tasks should be delegated or done according to the more important tasks.
- Neither urgent nor important: You can easily keep your hands off such tasks and let them go to the trash.

Suggestions for work:
1. Create a simple or extended to-do list with all the tasks and activities you need to do today or tomorrow for creating an online learning offer.
2. Classify these tasks according to importance and urgency in the Eisenhower scheme.

How would you teach this method to your participants in the online course, so that they can use this method for their own learning organization in online learning?

Exercise 2: Apply the Eisenhower Method

Teach the Eisenhower method to your participants in the online course and make it clear that learners can use this method to organise their work and time management very well themselves. This is very important in online learning environments.

The assignment for the participants could be as follows:

1. Create a simple or extended to-do list with all the tasks and activities you need to do in the online-course.
2. Classify these tasks according to importance and urgency in the Eisenhower scheme[6].

How easy was it for them to list the tasks and their classification in the Eisenhower scheme? Did it help them with their work and time management?

For better understanding please take a look on the units: 4 **"Course Management"** and 10 **"Motivating the online learner"**.

---

[6] Cf. Prioritäten setzen – Eisenhower-Methode I teachSam OER Arbeitstechniken I Crative Commons license Attribution ShartAlike 4.0 International I https://creativecommons.org/licenses/by-sa/4.0/legalcode I
https://www.teachsam.de/arb/zeitmanagement/zeitmanag_2_3_5.htm

Summary

The learners will know about the fact, that the role of learner is constantly changing and has to adapt to the new technologies (due to digitisation). At the end of this learning chapter, they will know what about the different types of learners, the learner's tasks and functions in online learning environments. Depending on this, it is the trainer's task to adapt the online learning arrangement to the respective target group, so that self-regulated learning can take place. The learner understand why he/she is a active constructor of their own learning progress.

Sources and Bibliography

Essays

 (Cf. GrandExpertS Learning Unit 2:Methods (Autorin: Elena Coroian, ILI-FAU)

Northwest Center for Public Health Practice (=University of Washington. School of public health) und The Network for Public Health Law (Hrsg.): Effective Adult Learning. A toolkit for teaching adults. 2014.

Internet sources

 Cf. GrandExpertS Learning Unit 2:Methods (Autorin: Elena Coroian, ILI-FAU):

https://erwachsenenbildung.at/themen/lebenslanges_lernen/was_ist_lll/definitionen.php#eudef (Stand: 19.12.2018)

https://www.selbst-management.biz/lebenslanges-lernen/ (Stand: 19.12.2018)

https://derstandard.at/2000048803100/Nachgefragt-Was-wollen-Sie-noch-lernen (Stand: 01.01.2017)

Learning types

(Cf. GrandExpertS Learning Unit 2:Methods (Autorin: Elena Coroian, ILI-FAU)

Sebastian Kröschel: https://www.geo.de/geolino/mensch/5849-rtkl-lernen-welcher-lerntyp-bist-du (Stand: 12. 02. 2019)

https://www.mit-kindern-lernen.ch/lernen-kinder/gedaechtnistipps-und-merkstrategien/123-unterschiedliche-lerntypen (Stand: 12.02.2019)

https://www.thesius.de/blog/articles/vier-lerntypen-visueller-lerntyp/ (Stand: 12. 02. 2019)

https://www.thesius.de/blog/articles/auditiver-lerntyp/ (Stand: 12. 02. 2019)

https://www.thesius.de/blog/articles/vier-lerntypen-haptischer-lerntyp/ (Stand: 12. 02. 2019)

https://www.thesius.de/blog/articles/vier-lerntypen-kommunikativer-lerntyp/ (Stand: 12. 02. 2019)

Essays in "Wissenschaftliche Weiterbildung" der Universität Rostock:

Participant as an active constructor

(Cf. GrandExpertS Learning Unit 1 (Autorin: Anne-Marie Lipphardt, ILI-FAU)

Christian Schwertz: Didaktische Aufbereitung von Lernmaterialien. In: Wissenschaftliche Weiterbildung. Rostock 2010.

Ludwig J. Issing, Heike Schaumburg u.a.: Grundlagen der Mediendidaktik. In: Wissenschaftliche Weiterbildung. Rostock 2012.

Steffi Zander, Anja Hawlitschek u.a. Psychologische Grundlagen des Lernens mit neuen Medien. In: Wissenschaftliche Weiterbildung. Rostock 2012.

Lutz Hellmig: Gestaltung von Lernprozessen. In: Wissenschaftliche Weiterbildung. Rostock 2016.

Further

Participant as an active constructor

(Cf. GrandExpertS Learning Unit 1 (Autorin: Anne-Marie Lipphardt, ILI-FAU)

CC BY Sandra Schön (BIMS e.V.) und Martin Ebner (TU Graz) | imoox.at 2017: Arbeitsheft für "Gratis Online Lernen". Bad Reichenhall/Graz 2017.

Books

Introduction

Graf, P./Motamedi, S. (2001): Formen der Weiterbildung, IN: Seminare 2001, pp. 137-164.; hier: p.154.

Lindecke, Ch.; Beer, D. (2003): Vom dozieren zum beraten – veränderte Rollen im Lernprozess der betrieblichen Weiterbildung. IN: Beer, D.; Hamburg, I.; Lindecke, Ch.; Terstriep, J. (Hrsg.): E-Learning – Kollaboration und veränderte Rollen im Lernprozess. Institut für Arbeit und Technik, Projektbericht des Instituts Arbeit und Technik; Gelsenkirchen; pp.14-27.

Self-regulated learning

Fischer, F. & Mandl, H. (2002). Lehren und Lernen mit neuen Medien. In: R. Tippelt (Hrsg.), *Handbuch Bildungsforschung*, (S. 623–637). Opladen: Leske + Budrich. IN: Niegemann, H. u.a. (2008): Selbstreguliertes Lernen. IN: Kompendium multimediales Lernen. Berlin, Springer-Verlag; pp.65-79.

Internet sources

Example

Dr. Perels, F. (2011): Selbstreguliertes Lernen. IN: Institut für Qualitätsentwicklung (heute: hessische Lehrkräfteakademie), Rheigans, K. i.A. des Hessischen Kultusministeriums (Hrsg.), Wiesbaden. p.5. Online unter: https://kultusministerium.hessen.de/presse/infomaterial/9/selbstreguliertes-lernen (Stand: 20.08.2019).

Exercises

Eisenhower-Method

Prioritäten setzen – Eisenhower-Methode I teachSam OER Arbeitstechniken I Crative Commons license Attribution ShartAlike 4.0 International I https://creativecommons.org/licenses/by-sa/4.0/legalcode I https://www.teachsam.de/arb/zeitmanagement/zeitmanag_2_3_5.htm