

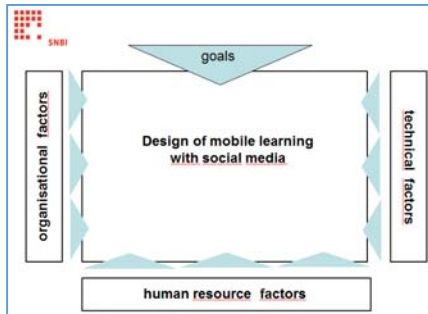


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Questions and Answers: mobiles and social media

In this document you will find a few short answers to the questions that were posted in the chat during my presentation in the webinar "[New Ways of Learning](#)". They add further aspects to the areas that need to be analysed in the planning phase as mentioned in the last slide:



31.3.2016, Urs Gröhbiel

Ganga Bdr Bishwakarma : In your presentation slide 11 you mentioned the problem in monitoring the reconstruction works by **assuring technical quality**. So how we can use this and social media to assure the quality and process monitoring?

→ Do you refer to the case in Nepal? There we use tabletPCs that can be left in the village with one of the village leaders. The village population can view the video "anytime" after the NGO workers have left the village. As the video is reviewed by the chief engineer, the quality of the instruction can be guaranteed and less qualified NGO workers can build there local instruction on this quality. We plan to record also problem/solution and question/answer sessions that can be added continuously on the tablet. This material would also be reviewed and can contribute to the quality. Does this answer your question?

Pius Frick: It seems to me that there are two different user groups: professionals and pupils/students. Whereas the employer (NGO) can provide a smartphone to their employees (professionals), this might be more difficult with students. Even if 80% of the students have a smartphone, **what to do with the 20% who do not have a smartphone?** Is the technical school in Zimbabwe providing phones to these students to keep in touch?

→ This is a dilemma indeed. In the planned project with Westgate, we plan to subsidize the purchase of mobiles for those who don't have a smart phone and connectivity cost for all. But we will have to negotiate the conditions in detail with the principal of the college.

Johann-Peter Porten: I understand that with ICT you can transmit information, answer to questions, etc. but how you see the **need for practicing**, trying it out, being guided from an experienced practitioner ?

→ This is a key aspect in apprenticeships which we should never try to replace with technology but rather support and extend, as in the case of the technical College. In the case of Nepal, the NGO workers also use the instructional videos to support and extend the scaffolding process. Explanations in the video can also help less experienced NGO staff. However,



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instructional videos can NEVER replace the face to face training and practice with (hopefully) experienced practitioners, but they can be used to reinforce this important aspect of learning, for example by improving the quality of instruction, posting questions and problems that can't be answered by the local trainer, documenting good practice that can inspire apprentices and be used in classroom training for instruction and problem-based learning etc. etc.

Ganga Bdr Bishwakarma : what we do if there is **network problem**

→ There are many options to store content locally and to update it regularly. Communication may be limited to simple phones (SMS applications etc.).

Fiaux Niada Mary-luce: Are the **private sector** and/or ICT societies willing to mobilize resources to finance these projects, reducing the dependency on public or external financial resources ?

→ Private Sector can create, **sell** and disseminate innovative and scalable solutions (s. also discussion in recording).

Big companies are investing as soon as they expect to get an adequate return in the future. My experience with private companies is fairly well so far. We always try to involve the private sector in our projects.

Franz Kehl:

1. Nepal: Why is using films a **better tool than using a book** that you could then work with as a "student"?
→ The local low cost production allows to be very close to the local context and involve identification figures who are important for the motivation. The NGO didn't know of adequate books and I would doubt that we would find suitable material to support instruction of ill-literate workers.
2. Did you develop the content tailor-made or could you **make use of the vast material** that is available online?
→ tailor-made, the effort to transfer existing material adequately would be too big and it would be very difficult to identify and adapt suitable material
3. How about the **languages** used for the online content available on Internet: how about those who do not speak or understand English?
→ This is a big challenge, not only on a global level but also in many local contexts with different languages and dialects. Not only the language but cultural aspects limit the transfer of knowledge. In the presented cases we worked with the language of the participants (English in Zimbabwe and S-A, Nepali in Nepal)

Ruediger Heining: Is there any **experience** available to what extent IT can support learning and later on skills development? Are IT-based tools ready to work on skills development? A MOOC I guess is more a knowledge transfer tool, or not?

→ There are many projects we can learn from. I will present a short overview at the FOBBIZ day in Switzerland in December 2016.

Pius Frick: We have seen that some **teachers feel threatened** by learning media and /or online learning possibilities. The question then is often: does this take away our job? Although we are



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explaining that the role of the teachers might change, but as Urs said, the teachers are still very important. Did anyone else had such resistance from the teachers side and how did you address it?

- I've encountered this fear very often in Switzerland but not so much in countries in the South. There, the main problems with regard to teachers seems to be a lack of pedagogical expertise, the barrier to apply more effective learning/teaching methods , adapting to a new role and sometimes the ability to use IT to support these methods.

Johann-Peter Porten: ICT for sure changes the role of the teachers and instructors, who before have been the owner of the knowledge, now the knowledge is accessible everywhere- the teacher becomes more a facilitator a guide for selecting contents. But again **what it's about practicing – sure not possible with ICT – or?**

- I agree! This change of role is a huge challenge for teachers (with or without ICT). Some ideas how ICT can support practicing: The demonstration phase in the scaffolding process is being recorded and can be accessed anytime (as Nepal). The apprentice is being filmed by a colleague, they reflect on areas of improvement and discuss their findings in class. Students send a picture of their work in placements to the college and explain in a short text how they succeeded, which difficulties they had etc. (there would be many more ideas ...). Besides this kind of support ICT can also help in the preparation of the practice such as the revision of theory that should be applied.

Franz Kehl: I am also interested in the issue raised by Johann. As far as I understood from Urs in the Zimbabwe case, the teacher bridges the distance with using social media (Whats App) and becomes a company instructor at the same time. How do **company** heads react? And how did you include them in the project?

- I think that this is a very delicate and key issue. In our small pilot project the companies were informed by the college and were very interested to contribute. They had to allow the use of mobiles during certain times of the day. I think that the companies need to be involved from the beginning and convinced of the advantages. Fears need to be addressed. If we will get the funding to launch a big project for the whole college with 900 apprentices, I expect some problems in this area.