

Design of a Training Seminar Focusing on Communication Using Information Sharing Tool “SharedPanel”

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ABSTRACT

In this research, we designed a training seminar using information sharing tool "SharedPanel" to promote trainees to share their opinions and experiences. Recently, a lot of training seminars are held in various fields such as medical and disaster reduction. Not only students and new employees but also senior employees join training seminars as a career up training. The background of trainees in training seminars tend to be rich in diversity and sharing information and opinions between trainees benefit each other. However, it frequently happens in a training seminar that trainees do not have enough time to communicate with the other trainees due to some problems such as lack of time, inadequate design, and too much contents. To solve this problem, we designed a training seminar using a system “SharedPanel” which collects posts and mail from Facebook, Twitter, Email, and Evernote to store in learning management system Moodle. By using this system, trainees can input information through their most favorite tool and share their information and opinion with the other trainees on Moodle easily. In this presentation, we propose the design of this training seminar and show how we use “SharedPanel” to promote communication.

Keywords: SNS, Email, Communication, LMS

INTRODUCTION

Recently, instructors of seminars use ICT tools for pre-learning to enable participants to acquire basic knowledge beforehand and concentrate on acquiring practical knowledge in a face to face seminar. In a face to face seminar, however, it is difficult to use ICT tools except in PC rooms. Even if learners bring their own mobile devices, it is still difficult to use LMS (Learning Management System) if they are not used to using LMS.

In this paper, we designed a training seminar consisting of 2 learning phases; pre-learning on e-learning and a face to face seminar. To promote sharing each learner’s information (opinions, experience, and ideas) in the face to face seminar, we use the revised version of information sharing tool "SharedPanel", which automatically collects posts and mails from Facebook, Twitter, Email, and Evernote into a page on LMS, such as Moodle (Nagaoka, Niwa, Hiraoka, & Kita, 2015). By sharing information using SharedPanel, learners can acquire practical knowledge which they can use in their school activities.

OUTLINE OF THE DESIGN

We designed the training seminar using OPTIMAL Model which supports teachers who are not familiar with Instructional Design (ID) to design blended learning rapidly (Jung, Kubota, & Suzuki, 2008). **OPTIMAL** Model consists of Macro Design (**O**bjectives, **P**rototyping, and **T**esting), Micro Design

(Interaction Design, Material Design, and Audio-Visual Design), and LMS. Furthermore, we checked the design with a checklist which supports to design blended learning based on OPTIMAL Model (Muraki, 2010). Table1 shows the design of the seminar based on OPTIMAL Model and the checklist. Target and learning period are below.

Target

Teachers in elementary schools/junior high schools/high schools join the training seminar. The backgrounds of each teacher (age, sex, educational experience, and IT-related skills) vary significantly.

Learning Period

The training seminar consists of 2 learning phases; pre-learning on e-learning and a face to face seminar (6 lessons) in 1 day.

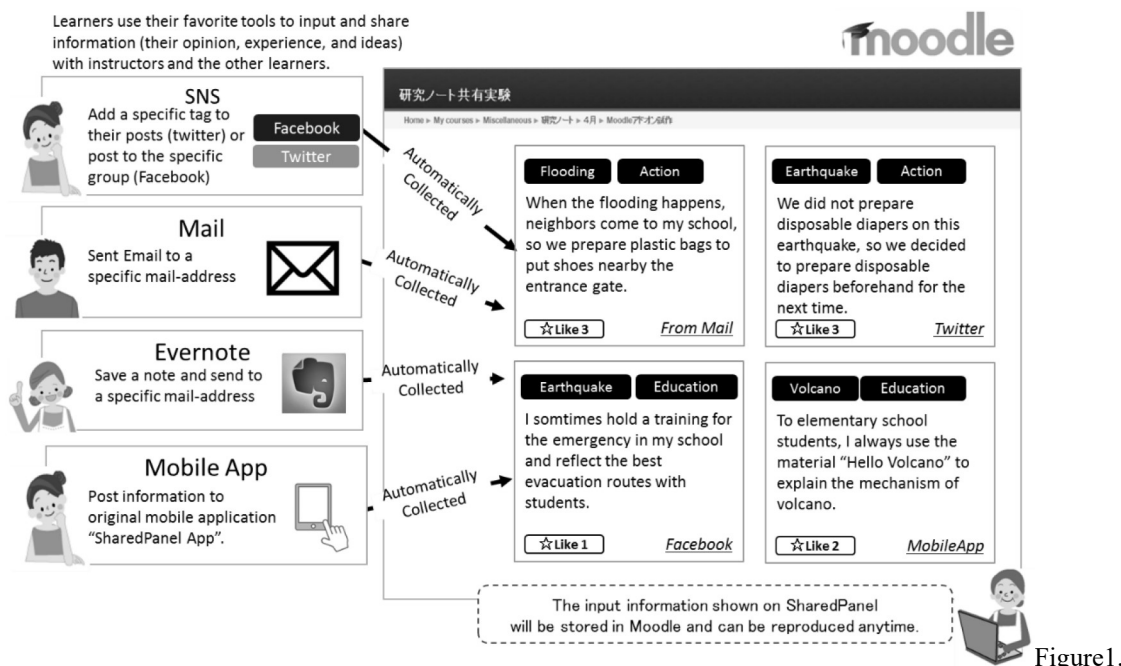
Table.1 Course design using OPTIMAL model

Macro Design	Objectives	By completing 2 learning phases below, learners can achieve following 2 objectives. <u>Pre-learning on e-learning</u> Learners can explain basic knowledge of disaster necessary to understand disaster preventive actions/education. <u>Face to face seminar</u> Learners can propose disaster preventive actions/education which they would like to use in their school activities.
	Prototyping	We develop the prototype for 1 lesson in consideration of objectives and how to achieve objectives. After the development, we will ask 2 instructional designers and instructors to review it.
	Testing	After we develop the prototype and finish review, we will ask formative evaluation to cooperators who are not familiar with ID and disaster to test pre-learning on e-learning.
Micro Design	Interaction Design	<u>Pre-learning on e-learning</u> <ul style="list-style-type: none"> ✓ Quizzes to learn basic knowledge of disaster. Learners can challenge quizzes repeatedly and can use acquired knowledge in the different contexts. ✓ Forum to ask instructors questions. ✓ Navigation links to support learners to get his/her present location in Moodle and get related external resources. <u>Face to face seminar</u> <ul style="list-style-type: none"> ✓ To promote information (learner’s opinions, experience, and ideas) sharing between learners, we use “SharedPanel” which enables learners to input information easily with their favorite tools and share with the others. By sharing information, learners can acquire practical knowledge from the others.
	Material Design	We present objectives, quizzes, tasks, and evaluation criteria to learners explicitly because they need to finish pre-learning on e-learning by themselves.
	Audio-Visual Design	Audio-visual materials will be added to e-learning if necessary.
LMS		After we develop the prototype, we will integrate contents to Moodle, an open source system, which is formally used in Kumamoto University.

DESIGNING COMMUNICATION BETWEEN LEARNERS

Information Sharing Tool “Shared Panel”

In this research, we use the information sharing tool “SharedPanel” which collects posts and mails from Facebook, Twitter, Email, Evernote, and Mobile App and shows them on LMS, Moodle (Figure1). By using this system, trainees can input information through their most favorite tools and share them with instructors and the other trainees on Moodle easily. The collected information on Moodle will be stored in Moodle and can be reproduced anytime.



Overview of SharedPanel

Compared to activity module "Forum" in Moodle, SharedPanel has several advantages shown in Table2 and Table3. Table2 shows advantages when learners input information with their favorite tools and Table3 shows advantages when learners and instructors examine input information on Moodle. In the present seminar, especially, "palatability to tools" is the important advantage because using favorite tool spares time and cost to teach how to use a forum and learners can input information anytime when they catch up with the information. Furthermore, "Perspicuity" is also the important advantage because instructors and learners can check input information on one panel in seminar.

Table.2 Advantages to use SharedPanel (Input)

Limitation by the environment	Learners can use the most useful tool with their smartphones when they have difficulties using Moodle such as in a field work.
Palatability to tools	Learners can use their favorite tools even if the can use LMS.
Logging Process	Learners can input information without logging in to Moodle.

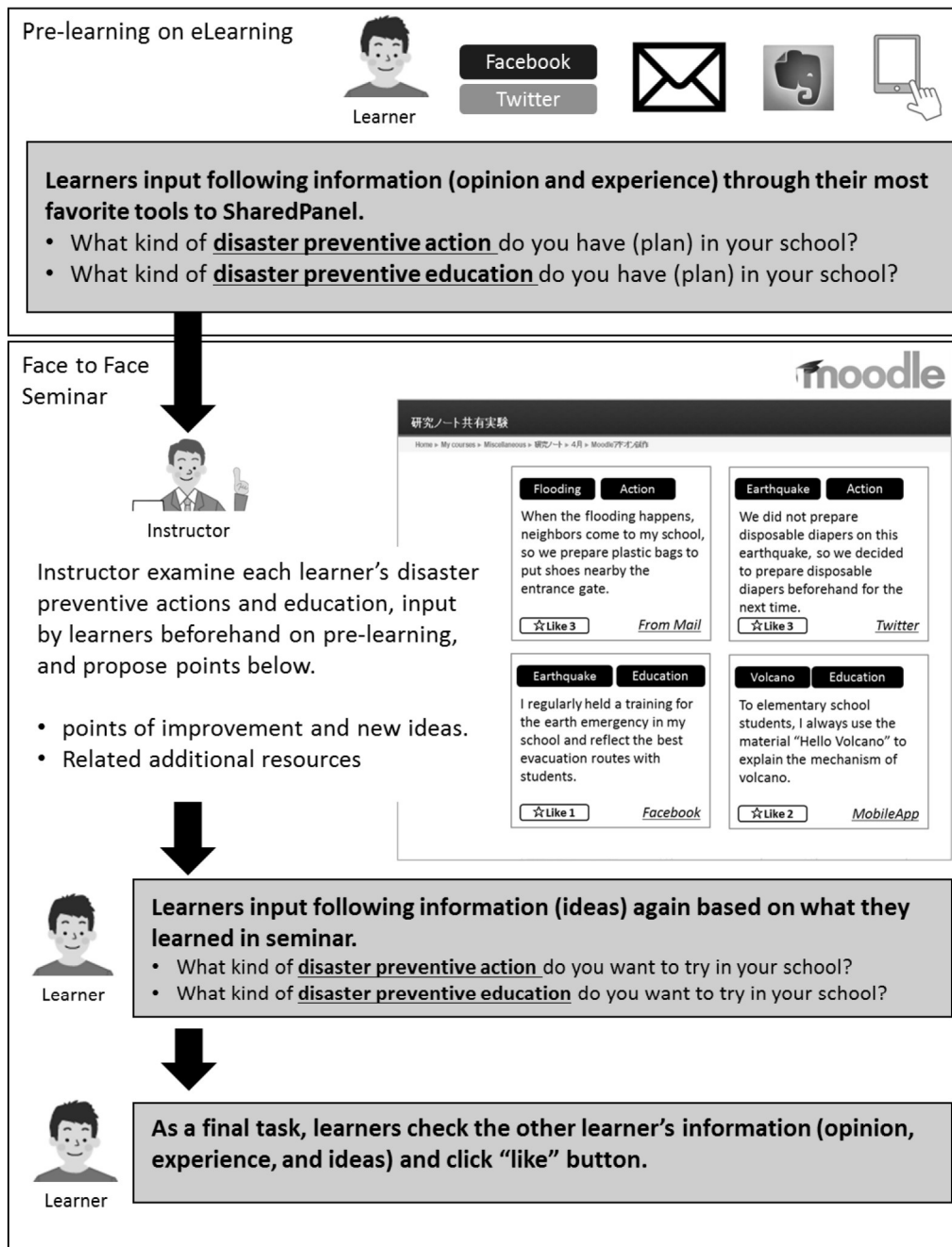
Table.3 Advantages to use SharedPanel (Output)

Perspiciuity	All input information are shown on one panel, so learners can easily check them at glance.
Retrievability	Learners can retrieve the specific input information using keywords, hashtags, and date.
Simplicity of administration	Instructors just need to tell learners the specific hashtag, key word, email address to include when they input information.

How to use "SharedPanel" in pre-learning and a face to face seminar

Figure 2 shows how “SharedPanel” is used in pre-learning and a face to face seminar. In pre-learning on e-learning, learners acquire basic knowledge of disaster and input information (experiences and opinions) about their disaster preventive actions/education with their favorite tools. In the face to face seminar, Instructors examine each learner’s disaster preventive actions/education, input by learners beforehand in pre-learning and propose points to improve and new ideas. After instructor’s examination, learners input information (ideas) with their favorite tool again based on what they learned in each lessons. Finally, learners check the other learner’s information (opinions, experiences, and ideas) and click “like” button.

Figure2. How to use SharedPanel in pre-learning and the face to face seminar
DISCUSSION



The design of the present seminar focused on information (learner’s opinions, experience, and ideas)

sharing to enable learners to acquire practical knowledge which they can use in their school activities. Thus, assessments after implementation must be conducted by considering two points below;

1. Did the design support learners to acquire basic knowledge of disaster?
2. Did the design support learners to acquire practical knowledge of disaster preventive actions/education which they can use in their school activities?

To assess this course design, we will check the number and the content of shared information, as well as qualitatively analyze data from questionnaires and interviews.

CONCLUSION

In this paper, we proposed the training seminar consisting of 2 leaning phases; pre-learning on e-learning and the face to face seminar. By using information sharing tool “SharedPanel”, learners can acquire practical knowledge which they can use in their school activities. For the next step, we will implement this training seminar and will assess whether it works.

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