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**The Role of Facilitators in Blended Learning:
Theory and Practice**

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This monograph is designed for bachelor students, master students, and Ph.D. students of the educational program «Foreign language: two foreign languages», and «Translation studies» and for everyone who assists groups to learn, whether formally or informally, through workshops, courses or Massive open online courses (MOOC), as a facilitator, teacher or trainer.

The purpose of the monograph is to create communicative competence among trainees, including professional-specialized competence to provide a skilled facilitator approach. This monograph relies on descriptions of how to use MOOC, and Web 2.0 tools in the training process, to show the strategies for successful facilitation and how to become a skillful facilitator.

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INTRODUCTION

Welcome to study with the help of this monograph «**The Role of Facilitators in Blended Learning: Theory and Practice**», designed for bachelor's, master's, and PhD students of such educational programs as «Foreign language: two foreign languages», «Translation studies», «Foreign Philology», and for everyone, who assists individuals or groups of learners in either formal or informal lifelong learning through lessons, workshops, or massive open online courses (MOOCs), as a teacher-facilitator.

The purpose of this monograph is developing trainees' facilitating competence by providing a skilled facilitator's approach. This monograph relies on descriptions how to use MOOCs and other Web 2.0 tools in training various disciplines, shows successful facilitation strategies and tells its reader how to become a skillful facilitator.

Each theme of the monograph «**The Role of Facilitators in Blended Learning: Theory and Practice**» is accompanied by practical examples and reflective practices to enhance teaching and learning. The topics include numerous details and reveal some nuances of the facilitators' role in blended foreign language teaching in the context of Kazakhstani educational environment.

Since such MOOCs advantages as high-quality content from the world's best universities and flexible schedules have been recognized over the traditional education system, this monograph has ascertained practical instructional strategies that can be found effective in planning, implementing, and facilitating MOOCs in blended foreign language teaching on the example of facilitated sessions' scenario for Coursera massive open online course «English for Media Literacy» by the University of Pennsylvania.

Thank you very much for choosing us and starting a challenging but exciting trip in the world of facilitated sessions, discussion forums, and instant fruitful feedback.

*«Develop a passion for learning.
If you do, you will never cease to grow. «
Anthony J. D'Angelo*

1. Blended Learning in the Context of Foreign Language Education in Kazakhstan

1.1 Blended Learning: What is the Right Thing to Do?

The term ‘blended learning’ started to appear actively in foreign publications since the late 90s of the 20th century. This technology was investigated in 2006 by C. Bonk and Ch. Graham, who defined blended learning as (1) combination of different ways of learning; (2) combination of different teaching methods; (3) combination of learning in the course of personal communication with learning in the online mode [1, p. 39].

While the first two aspects are pretty conditional when defining blended learning, the third definition is based on the opposition of traditional and innovative ways to learn. According to C. Bonk and Ch. Graham, blended learning is a form of learning that combines traditional learning during personal or face-to-face communication with learning through the use of computer technology [1, p. 42].

Blended learning provides a wider dimension for classroom traditional teaching, so students can interact with their teachers [2]. Face-to-face interaction is a highly pushing method for both the teachers and students and it helps to develop social and communicative skills. Traditional classroom teaching along with online courses provides students to interact with teachers and well-designed methods give students the experience of discussions with their classmates on different aspects of the course and sharing ideas. This helps to develop self-esteem in students, remove their hesitation, develop the skill of communicating effectively, and develop good listening skills. Moreover, the virtual classroom is a part of supported teaching which provides students with an option

to learn anywhere, anytime, and from anyone. Students can be a part of a virtual classroom, meeting with their co-students and teachers in cyberspace.

As the pandemic situation had shown in 2019–2020, teachers and students did not have to be physically present in the classroom. They could 'raise hands' by clicking a button. A list of other students in the class was visible, and students heard the instructor's speech. Additionally, the instructor passed a virtual microphone to any learner so that the whole group heard him or her. A huge amount of informational computer-based technologies was presented and computer applications were shared across the Internet [3, p. 48].

The webinar is such an essential feature of blended learning that students participate in seminars on different topics relevant to them via an internet connection. All the participants are connected through different software like Skype, Google talk, etc., present their papers, and take part in discussions through video conferencing. Online assessment is one of the advantages of blended learning as immediate feedback. Online assessment helps to make the evaluation system more formative, convenient, and faster. It is a more reliable and objective way.

Some students do not find classroom teaching beneficial, as they continuously require personal guidance and complete attention. Such students may choose the option of e-tuition, which is provided in ICT-supported teaching, getting personal guidance in cyberspace via video conferencing.

Besides, educational blogs provide students with a platform to show their creativity. Moreover, educational blogs appear a good platform to discuss paramount topics that are not part of syllabi like those related to social issues, political problems, and other issues relevant to youth like drug addiction, population education, etc.

E-learning can give access to the target language culture through the use of video conferencing, YouTube videos, meaningful topic-related videos, or chat rooms. These tools not only give EFL students greater access to native speakers but also

enable learners to interact and collaborate with their foreign peers [4].

Language is itself communication and through exploiting the mentioned tools students gain more exposure to the target language than in traditional language classes. In addition, if learners are properly motivated, they might become even more encouraged to practice the language frequently without formal instruction settings. Using websites can help students to improve their academic skills, such as reading and writing. They can also learn how to conduct basic research and cooperate with fellow students. The blended course gives students an opportunity to revisit lectures or seminars. The more frequent tutor feedback means that students manage to practice the language more often and are able to avoid repeating previous errors [5].

Both online and blended learning can be divided into two categories: (1) synchronous (in real time through online video conferences or online classes) and (2) asynchronous (at any time convenient for students, without the need to complete the same task at the same time) [6].

Back in 2007, ICT in Education were classified according to their integration into traditional education [7] (Table 1.1).

Table 1.1 – Classification of Blended Learning Types

Term	Definition
Web-enhanced learning	Courses that use a minimal amount of online content, such as posting curricula and course announcements.
Blended learning	Courses that use some important online resources in face-to-face learning, but less than 45%.
Hybrid	Courses in which online classes replace 45–80% of face-to-face classroom meetings.
Fully online learning	Fully interactive courses for which 80% or more of the lessons are hosted and taught online.

B. Tomlinson and C. Whittaker in their book «Blended Learning in English Language Teaching: Course Design and Implementation» [7] offered their classification of education forms based on the amount of time spent on online activities. They identified four forms, namely, (1) web-enhanced (minimum online presence); (2) blended (up to 45% of time online); (3) hybrid (45–80%); and (4) fully online (more than 80% of all studies is done online). B. Tomlinson and C. Whittaker also suggested using this interpretation and classification regardless of the scope of blended learning [7].

Among the most significant publications that contributed to deeper understanding of blended learning is the work of H. Staker and M. Horn, who offered six models of blended learning in K–12 schools, namely, (1) Face-to-Face Driver; (2) Rotation; (3) Flex; (4) Online Lab; (5) Self-Blend; (6) Online Driver [3]. The authors admitted that such blended learning models as Face-to-Face Driver and Online Lab have to be eliminated because they seemingly overlap other models and make the taxonomy not easy to fit the diversity of blended-learning models in practice [8].

To date, there are four popular blended learning models in the world with different pedagogical accents, educational needs, and volumes of capital and current investment costs such as Rotation, Flex, a la Carte, and Enriched Virtual.

Model 1. *Rotation* is carried out by means of alternate use in the educational process of traditional full-time classroom training and independent online training in a free mode (remotely using the Internet; according to the reference plan compiled by the teacher; in accordance with the educational trajectory, in the own corporate program of the educational organization; on a special LMS, etc.). This model can be implemented through four submodels:

1.1 Station Rotation makes students move from station to station alternating between different learning needs including instruction with a teacher, individual written assignments, a reading or listening station, there must be least one online station. This

model perfectly fits in the classroom with a few computers.

1.2 Lab Rotation makes students move from traditional classrooms to a specific computer laboratory that allows for online learning.

1.3 Flipped Classroom grants to students a schedule of full-time educational activity, including work on projects: students are assigned online tasks and then are invited to practice through joint or individual projects.

1.4 Individual Rotation makes students move between the stations according to an individual schedule set by the teacher or a program.

Model 2. Flex assumes that each student moves towards his goal at his own pace. To ensure the achievement of educational results and the design of curricula that restrain a flexible approach, only goal-based design of projects can allow the student and teacher to keep the goal in focus and implement personalized learning.

Model 3. A la Carte assumes preferential use of e-learning; provision of online, offline and face-to-face support for students; availability of an individual schedule; work in small groups; organization of group projects; individual learning.

Model 4. Enriched Virtual is an alternative to online school and allows students to do most of their academic work online at home or outside of school, but attend school for mandatory face-to-face classes with a teacher. Unlike Flipped Classroom, programs with an Enriched Virtual model usually do not focus on daily school attendance; some programs may involve attendance only one or two days a week.

We have considered a practice-oriented typology, where each model is distinguished by the predominance of one of the three components of blended learning technology, namely, (1) direct personal interaction of participants in the educational process; (2) interactive interaction mediated by computer telecommunication technologies and electronic information and educational resources; (3) self-education.

The presented models are variants of the main ways of interaction of the subjects of the educational process in the conditions of blended learning consisting in a rational combination of brick-and-mortar facilities and electronic components of the educational process. This typology is still dominant in the American tradition of blended learning, at least in relation to school education.

Since 2012, there have been multiple attempts to customize the given classification of blended learning system for different levels of education. Most authors, relying on the typology of H. Staker and M. Horn, modify it in one way or another, selecting certain models from it and supplementing them with their own, but generally maintaining the empirical nature of the approach. For instance, a group of researchers from the Institute of Education Development of the Republic of Tatarstan, in addition to the Rotation, Flex, Enriched Virtual, and Flipped Classroom models offered three more blended learning models, namely (1) New Profile; (2) Interschool Group; (3) Educational Competition [4]. V. A. Fandey outlined a set of criteria such as *supportive*, *substitute*, and *a model of an electronic educational center* to identify three models of blended learning [9]. However, the latter were not correlated with the known models as part of the traditional empirical or any other previously developed typology.

In 2019, a group of Russian scientists used a functional approach to the design of elements of blended learning and identified four levels of basic components of blended learning such as (1) institutional (the introduction of online courses in educational programs); (2) technological (the use of ICT); (3) didactic (training, teaching; synchronicity / asynchrony); (4) synergetic (involving a change in the learning system) [10].

In 2021, another group of researchers from Russia reviewed existing classifications of blended learning models and offered their typology consisting of twelve organizational and didactic models, which can be implemented at such levels as curriculum, subject, section or topic (within the framework of the discipline), training

session, and extracurricular learning technology [11].

As we can see, there is no such thing as a single right approach to defining blended learning in domestic studies. Some researchers concentrate on form, while the others tend to analyze the concept as a method. But, variants of blended learning models make the process of teaching foreign languages more flexible, since the teacher has the opportunity to adapt the educational process based on the existing difficulties and opportunities. Thanks to the potential of blended learning, any teacher has the opportunity to contribute to the development of students' key skills and competencies.

3–2–1 Comprehension Check



Task 1. Blended learning Model in the Republic of Kazakhstan

Review the scientific literature from such scientometric databases as Google Scholar, RSCI, Scopus, Web of Science, etc. to reveal the model of blended learning implementing in the Republic of Kazakhstan for the last three years. Fill the table below and make a conclusion in the form of a summary.

Blended learning model	Extracts from the papers	Resource reference	Educational institute	Classes

1.2. The Use of Web 2.0 Tools in the Foreign Language Classroom

Digital era dictates extensive changes in all aspects of human social life, and education has not become an exception with such instruments as e-books, e-resources, and e-learning that tends to be implemented through innovative communication and a combination of Web experience and world knowledge. Like other countries, Kazakhstan pursues digital literacy in education at all levels, from introducing information and communication technologies for educational purposes (ICT in Education) to their practical implementation on a regular basis. The efforts of Kazakhstani scientists and educators have been traced in using ICT in Education for such purposes as upgrading foreign language skills; establishing authentic intercultural environment; creating digital materials; switching between teaching styles and roles; increasing learners' motivation; improving conditions for lifelong learning, and many others. However, connectivism-oriented technologies have not become widespread developed and applied yet [13, p. 263], although connectivism relates to the 21st century skills competencies [14, p. 18].

Kazakhstani teachers prefer WhatsApp chats to other digital tools [15, p. 2]. Such communication and learning tools in connectivism as massive open online courses (MOOC) discussion forums are still unpopular among Kazakhstani educators [16]. Some university professors still prefer formal lectures, included a large amount of teacher talking time, few comprehension-check questions, and poor interaction in the classroom, as well as prefer to substitute a teacher-guided independent study with MOOCs [17] that are accused in incapacity due to participants' low motivation and their need for «more coordination and direction towards the completion of assignments» as well as the lack of quality pedagogy in online courses [18, p. 31–32]. Both students and school teachers prefer to complete any online course for the sake of gaining a certificate rather than for establishing useful connections with peers

[19]. During COVID–19, many students and their parents criticized teachers for increased amount of homework, absence of feedback and individual attention [20], whereas teachers identified the lack of direct contact with students as the main drawback of online learning [21].

Besides, digital tools assist in setting goals for the course, focusing on communication skills development; educational process quality and students' cognitive activity improvement; the search for necessary information optimization and further implementation [21 p. 326]. Also, the use of ICT tools provides an opportunity for lifelong learning regardless of age, place, and time; creates a piece of unified information and educational environment for students, taking into account their level and learning trajectory [22]. Moreover, the need for students' information security makes important to develop and apply new–generation educational materials via various ICT instruments for education purposes [23]. Furthermore, foreign language teachers' ICT competence includes value–motivational, cognitive, operational, communicative, and reflexive components, means the ability to use various ICT for language skills formation [24], and is nothing without a combination of theoretical knowledge of modern Web 2.0 tools and their practical application [23 p.124].

Language teaching methodology has also been influenced by digital technologies, inclusion of which helps achieving educational objectives and affects not only the means, forms, and methods of teaching but also the process of evaluation and control, and the roles of participants in the educational process [23, p.131]. Web 2.0 tools can be useful in systemizing information, optimizing the educational process, organizing students' independent work, modernizing assessment forms, and increasing students' motivation and autonomy [25, p. 55]. In other words, the use of ICT increases learners' metacognitive awareness of self–regulation and self–assessment in foreign language teaching as well as facilitates active feedback among foreign language learners and their instructor [26, p. 99].

Web 2.0 tools provide a collaborative environment, where users contribute to growing collective knowledge, develop web-based materials, and participate in online communities [27]. For instance, students can participate in international telecommunication projects, where they foster their intercultural awareness and learn to choose the right technologies and software to create authentic intercultural products such as virtual tours of universities [28, p. 102] or drone-assisted virtual field trips [29]. The examples above demonstrate how intercultural communication keeps pace with soft skills and digital literacy [30]; therefore the widespread use of social services, blogs, wikis, podcasts, social bookmarking services, etc. became inevitable and even desirable in foreign language teaching.

Recent finding shows that the implementation of Web 2.0 technologies is not only relevant but mandatory for teaching and learning. Many academic and EFL instructors are forced to create e-products to compete successfully with their colleagues and to upgrade their qualification category. As practice shows, the main problem is the selection of suitable material from the whole variety of Web 2.0 services for its further integration into English teaching methods. Thus, understanding of how to select the latter to form learner's communicative foreign language competence, in accordance with Common European Framework of Reference for Language (CEFR) [31] and standards for using technologies in English as a second language teaching (TESOL Technology Standards) [32] is crucial and requires thorough attention.

Integration of Web 2.0 in traditional education can be implemented not only with the help of a large selection of tools but also in different volumes. There is a wide range of blended learning options, that is, the ratio of face-to-face and virtual elements in teaching. At one end of this spectrum is a complete transition to a virtual learning environment, with occasional synchronous classroom meetings or online conferences. The opposite option on the spectrum is the limited use of Web 2.0, such as homework assignments, project lessons, «flipped learning», or organizing a

shared Internet space for the transfer of instructions and assignments between teacher and students.

Contemporary foreign language education faces a number of issues such as failures in the operation of websites, untimely placement and delivery of tasks, lack of video and audio communication and technical support, poor practices of oral speech, a weak level of pedagogical design, and few well-developed and diverse databases of online tasks [33]. During COVID-19 pandemic, foreign language training was transferred to distant and online formats, which proved to become challenging for many students and teachers [33 p.34]. Since then, there are still obstacles to the effective and optimal use of Web 2.0 tools despite their capability. We see the need for a detailed study of this problem to provide methodological recommendations that will contribute to the qualitative integration of Web 2.0 tools into traditional and blended training.

In this regard, we created an online 5-point Likert-type scale questionnaire on the Google Forms platform. The participants appeared 158 teachers, selected by convenience sampling from the existing administrative territorial units of the Republic of Kazakhstan. The study aimed to reveal foreign language educators' perception on systematic use of Web 2.0 tools in teaching practices on a regular basis according to four criteria: (1) attitude to blended learning; (2) adaptability to blended learning; (3) Web 2.0 tools awareness; (4) Web 2.0 tools application. For data relevance we used the method of triangulation: three researchers checked each answer for eliminating any biases while interpreting results.

Data results appear in the following summary table 2.1:

Table 2.1 – A summary table of university and school teachers' perception on blended learning

Criteria	University instructors	School teachers
Positive attitude to blended	59%	93.8%

learning			
Adaptability to blended learning	32.5%		50%
Web 2.0 tools awareness	48.7%		56.3%
Web 2.0 tools application	29.9%		37.5%

As we can see, school teachers reported on more positive attitude and preparedness to blended learning than their university colleagues. It can be explained by systematic use of approved by legal educational authorities three online problems such as Kundelik.kz, Bilimland, and smk.edu that allowed organizing timetables and home assignments as well as downloading study materials. In universities, where instructors have more freedom regarding the choice of online platforms, it was difficult to come to the unified standards that were not developed by the pandemic times. The difference between Web 2.0 awareness and usage, indicated by both university and school teachers can be explained by the overuse of WhatsApp for personal and professional communication [20, p.24]. Although both level teachers regularly take part in various workshops and trainings, they hardly ever apply gained knowledge after receiving the certificate of completion.

Recommended by the participants Web 2.0 tools for using in learning foreign languages allowed arranging them from the most efficient to the least (Table 2.2).

Table 2.2 – Ranking of Web 2.0 tools for learning

University instructors	School teachers
1. Coursera (70.9%)	1. MOODLE (81.3%)
2. Quizlet (44.4%)	2. Quizlet (75%)
3. TED (27.4%)	2. DuoLingo (75%)
4. MOODLE (23.9%)	4. TED (43.8%)
5. DuoLingo (23.1%)	5. edX (18.8%)
6. edX (12.8%)	6. Coursera (6.3%)

Recommended by the participants Web 2.0 tools for using in teaching foreign languages allowed arranging them from the most efficient to the least (Table 2.3):

Table 2.3 – Ranking of Web 2.0 tools for teaching

University instructors	School teachers
Zoom sessions (83.9%)	Internet websites (25%)
University LMS & SMS (60.4%)	WhatsApp (75%)
PowerPoint, Canva, etc. presentations (56.1%)	Kundelik.kz, Bilimland, and smk.edu (75%)
You Tube videos (28.6%)	
MOOCs (26.3%)	
Webinars (21.6%)	
Jitsi, MS Teams, Google Docs (< 1%)	
Kahoot, Quizlet, Skype, Microsoft, Moodle and MS Teams (0.4%)	

The results in tables 2.2–2.3 prove discrepancies between the knowledge of Web 2.0 tools and its practical implementation on the part of schools teachers and using instruments for conducting classes or presenting new material on the part of university instructors. Neither university nor school teachers reported on the use of connectivism–based instruments such as online discussion forums for either teaching or learning. In all, many respondents use online technologies in their practice, however, they are not sufficiently comprehended and often spontaneously at the discretion of the teacher. To solve this problem, an integrated approach is required to realize the enormous capability of educational platforms, but primarily to understand the essence and forms of manifestation of the Web 2.0 phenomenon.

We have made an attempt to systematize information in the selection and application of Web 2.0 tools that can provide teachers for the opportunity to realize their pedagogical potential and stay



tuned with modern education realities, focused on such affordances as (1) organizing task-based learning (TBL), (2) creating authentic materials for intercultural exchange, (3) media literacy, (4) critical thinking, and (5) soft skills formation in learner-teacher efficient cooperation (Table 2.4).




Table 2.4 – Categories of Web 2.0 Tools in terms of their five affordances







Annotations and notes	Editing and publishing photos
Audio and podcasting tools	Presentation and video editing tools
Blogs	Publishing and drawing tools
Synchronizing calendars	Portals and social networks
Collaborative writing tools	Bookmarks
Mind maps or brain-storming	Quiz and assignment generators
Communities of educators and learners	RSS (Rich Site Summary)
Communication and discussion tools	Timelines
Educational platforms	Video conferencing
Online boards	Video sharing
Cards	Virtual worlds
Microblogging	Wikis (encyclopedic sites by topic)



Typically, Web 2.0 tools have several vectors of application, and the teacher can use their potential depending on their needs and the material base of the school. Table 2.5 lists some Web 2.0 resources, their capacity, and their capability for language teachers.

Table 2.5 – Selected Web 2.0 Tools, their Capacity and Capability for Foreign Language Teachers

Tool	Capacity	Capability
<p>Google class</p> 	<p>A resource for coordinating and organizing students' homework, supporting lagging learners, providing with individual feedback, offering online resources or strategies for re-learning undamaged material.</p>	<p>This tool saves teacher's time for processing assignments and writing reviews as well as equips instructors with such additional tools of the Google service as translator, marker, spelling checker, comments, etc.</p>
<p>Evernote</p> 	<p>A resource for organizing notes and information for the research or project. It allows students to save text, images, audio and PDF files from the Internet, which are always available via a link.</p>	<p>This tool allows collecting all the necessary information of any format in one place, quickly consolidating information for a project or presentation, creating a visual collage of the collected data, as well as sharing it with others using a single link.</p>
<p>EduFlow</p>	<p>A resource for creating personal online courses. It allows combining various types of training activities on</p>	<p>The resource appears both an electronic copy of the lessons, available to learners for repetition of material or catching-up, and a</p>

Tool	Capacity	Capability
	<p>one platform, including video, text materials, synchronous online training and feedback from students.</p>	<p>completely independent distance course, which nice design and the ability to comment and evaluate allow maintaining constant feedback with students</p>
<p data-bbox="162 422 313 454">EducaPlay</p> 	<p>A resource for creating interactive tasks of different types such as search by map; crossword; riddles; fill the gaps; dialogue; dictation; quizzes; search for a match; search for words; composing words from letters; making sentences from words.</p>	<p>The service allows organizing remote or synchronous individual practice / consolidation of skills, engaging the highest levels of cognitive activity by making students create tasks themselves and evaluate the quality of each other's work</p>
<p data-bbox="162 909 313 941">Squigit</p> 	<p>A resource for converting speech or text into animated videos.</p>	<p>This tool allows creating interactive video lessons for both blended and online learning. It gives students the opportunity to independently create interactive video simulators on the topics studied</p>
<p data-bbox="156 1284 319 1356">Quick Worksheets</p>	<p>Web-based application is for creating</p>	<p>The resource allows speeding up the process of creating handouts,</p>

Tool	Capacity	Capability
 	<p>professional-quality, fully customizable worksheets. Smart algorithms automate routine work, and clean templates save teacher's time on layout.</p>	<p>which can be implemented both online and in person. In addition, this resource can be provided to students to independently create assignments for each other.</p>
<p>Netvibes</p>  	<p>This resource is for tracking student blogs or building websites.</p>	<p>This resource allows practicing writing skills and IT literacy of students using personal blogs, and for creating a blog.</p>
<p>Trello</p>  	<p>This tool is for creating visual boards that offer a compact and visual way to move and represent material with the help of a variety of widgets for managing and coordinating online collaboration.</p>	<p>This tool allows creating a board with all teaching materials, set deadlines and assign tasks to those responsible for them, monitor progress and exchange comments with students. Boards allow adding material, moving elements freely, tracking the progress of the curriculum, and working on individual projects within the same discipline.</p>

Tool	Capacity	Capability
Quizlet  	This service is for language practice. Any assignment created on Quizlet can be inserted into a website or blog	The tool allows learning vocabulary, phrases, and concepts of a foreign language by working with cards, created either by teachers or students.

In many ways, the disclosure of the Web 2.0 resources potential depends on the creative approach of teachers but the resources themselves can be used in several directions. Here are some examples of differentiation of the Web 2.0 potential depending on the level in Bloom's taxonomy.

At the memorization level, such a tool as [NETVIBES](#) can be used for submitting material to students: text in a foreign language for familiarization, grammatical material, rules, and analysis of vocabulary. At the application level, [NETVIBES](#) already serves for the development of writing skills: publishing posts or essays on the model of a teacher, and commenting using predefined phrases. At higher-order levels, such as synthesis and evaluation, [NETVIBES](#) can be used as a platform for students' own blogs with reflection on the material they have passed, where they can combine the studied concepts, grammar, and cultural aspects, as well as evaluate each other's work under specified headings.

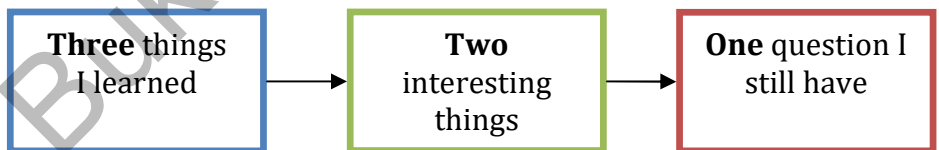
The tool [EDUCAPLAY](#) allows creating video with embedded questions that is suitable for the level of understanding and development of listening skills. The same site develops tasks of a different type, and the student, faced with the task of creating a task on his own, will have to analyze the material (grammar, text, audio, etc.), understand it, and disassemble it into parts in order to isolate the elements suitable for the task. This application of the tool is suitable for the analysis level.

As we can see, the potential of Web 2.0 tools for foreign language teachers is almost limitless. Its productivity makes it

possible to include students in independent search, selection of information, and a participation in project activities, which forms their competencies of the 21st century. However, given the unequal opportunities and awareness of students, regardless of the number of digital elements in training, it is important to explain in detail how to use the chosen Web 2.0 tool, clearly identify the final goal, and understand what competence develops when using this resource.

Summing up, Web 2.0 tools have a huge potential for foreign language university and school teachers and depend on the capabilities and creativity of the user. In the vast majority, they reduce the amount of paperwork, automate many processes, such as mailing, checking assignments, providing instructions and contacting them, if necessary, etc., create space and inventory for cross-cultural projects, and also bring the teacher and the student into direct communication; the exchange of views between colleagues to a new level, faster and corresponding to modern requirements, such as collaboration and cognitive competence approach. The lack of real language practice can be compensated by the help of Web 2.0 tools that create a language learning environment, allowing students to extract and generate knowledge, and not remain passive recipients of it.

3-2-1 Comprehension Check



Task 1. Web 2.0 Tool Choice

When preparing to the lesson:

- 1) Identify and choose the most convenient tools among a large variety of tools;
- 2) Learn how to use the chosen instrument in the classroom;
- 3) Share with colleagues how to make the chosen tool more effective in foreign language teaching;
- 4) Explore how to engage your learners in creating new materials with the help of the chosen tool;
- 5) Teach other to use your tool and learn from others how to use their instruments.

Buketov University

1.3. Blended Foreign Language Learning through MOOCs

Although online learning has long ceased to be something innovative in Western universities, it has recently gained popularity in Kazakhstan. The advantages of online learning open new opportunities for the national education system and give rise to thinking about new peaks in mass education; therefore, free online education obviously awaits a prosperous future.

History knows the excellent universities of the United States of America that began to digitize the lectures of leading professors and spread them into free Internet access since the beginning of the 2000s. At the initial stages, users only dealt with fragments of training courses, tests, and various simulators. Massachusetts Institute of Technology became the leader and innovator in this field and already laid out 3,500 of its courses in free access to the worldwide network [34].

It was not enough merely to provide video lectures to access via the Internet, even if they are unique because it did not guarantee that people would learn from these lectures and study them independently, guided only by their motivation and discipline. In this regard, a need to organize the process of online training involved the next stage – MOOC or massive open online courses [35].

Recently some British universities started cooperation with FutureLearn, the developer of the paid distant learning system «Open University» [36]. The purpose of collaboration is just the creation of the MOOC method, following the example of American colleagues that already began to use the MOOC courses to test students. Moreover, plenty of universities offer their graduates to pass full-time examinations and receive a certificate for a fee. Perhaps, in ten years, it will not matter where and how one gets knowledge.

Such MOOCs as Coursera [37] provide information on the university issued the course; the professor trained the participants,

the syllabus with smart goals, and the certificate at the end of the training. The teachers of Coursera partner institutes create the courses, to complete which one should register on the site and sign up for it in advance or the process. The finished course remains on the site in the form of an archive containing all materials that can be used without tasks' evaluation and certification. The course is usually built on a weekly basis, where each week has new video lessons and quizzes corresponding to them, which must be completed by the specified date.

Such settings depend on the teacher. In particular, it is usually possible to perform each test many times, while the maximum result is achieved as the final (automatic check), which is counted in the certification process. Tasks are issued each time randomly, so guessing the correct answer by the method of elimination is almost impossible. In addition to weekly quizzes to check and consolidate knowledge, teachers can arrange practical assignments or mini-projects, to which one can apply the acquired expertise. Such practice involves peer assessment when each participant must check a certain number (4–5) of other participants' assignments, evaluate them according to the rubrics provided and write a review after the personal task has been submitted. It is a mandatory part; otherwise, the final score decreases.

Teachers can add links to additional literature and other sources on the topic as supporting materials and various virtual tools for performing tasks in their courses [38]. Each course resembles some real class for a forum where participants can get acquainted, ask any questions and receive answers to them both from peers and from teachers. Each registered user can create an account for this or that course with a link to his/her home page, after which the participants of this course can gather there and interact in small training groups at different «tables,» each of which is equipped with a chat and an interactive «board» to write, draw, or share files [38].

However, MOOC should not be mixed up with distance courses for their close relationship with students enrolling in the

same class. Such a link provided by MOOC is what the average distance education lacks – the social nature of the process in the forms of general chat rooms, forums, and peer–evaluation, often found in MOOC.

Unlike traditional online courses, MOOC started as free platforms. At the moment, their gradual commercialization is taking place. In some cases, the income is earned from those graduates who want to receive original certificates by mail or take personal examinations at the passed course at the university and are ready to pay for it. Some are willing to spend a symbolic fee, can receive a simple electronic certificate. Others are still implementing the MOOC model without a commercial component but just as an experiment.

The online education market is just starting to be created. So, for the first year of its work, the Coursera project [37], which combines courses from thirty–three elite US educational institutes such as Princeton and Columbia University has recruited two million listeners. Three hundred and seventy thousand students enrolled in the edX nonprofit project of Harvard University and the Massachusetts Institute of Technology [34]. Finally, a hundred and fifty–five thousand remote students enrolled only for one course «Introduction to the basics of artificial intelligence» provided by Udacity company [39].

The already mentioned project of massive open online courses Coursera [37] is the most in demand today because thirty–three of the most famous universities in the United States provide training on it for free. At the moment, Coursera pursues a policy of financial aid to students, provided that they accompany their request for funding with a motivation letter. Coursera positions itself as a portal for learning and creating educational networks. Students create their profiles, like on Facebook, upload photos, and group together. There is a built–in function for the planning of training, a calendar of meetings Courserians around the world (a list of 1,400 cities).

The Udacity project, in turn, focused on math and computer

science [40]. The names of the courses are much more practical, namely «How to make a platform» or «How to create a web browser». The main idea of Udacity is the subsequent employment of the training, which makes sense, primarily if one focuses on developing countries, where practical skills may be more important than theoretical training. Such companies as Google and Microsoft cooperate with Udacity courses, but all teachers have required the professionalism in setting out the material.

Google also launched a project Class2Go [41] in collaboration with Stanford University. The main difference from competitors is that Class2Go is an open source platform aimed at working with portable devices – smartphones, iPads and so on where anyone can get involved in this project and develop it at their discretion.

Another already-mentioned leader of the new education segment – the nonprofit project of Harvard University and Massachusetts Institute of Technology edX – relies on elite education [34]. About 120 universities were considered as candidates for participation in the project, and only Berkeley University, University of Texas, and Georgetown University were admitted to the club so far. edX features a large number of online tools for testing students; the emphasis is on the system and relevant training in such disciplines as computer science and electronics [34]. Thus, mainly the US and the UK develop MOOC, although a tendency for increasing rates in European and Asian countries is continuously growing, although the proportion of courses, in comparison with the English-speaking, is still tiny. Happily, recently, about thirty MOOCs appeared in Russia: Higher School of Economics and Moscow Physicotechnical Institute exhibited at Coursera [42].

The pandemic times turned massive open online courses (MOOCs) into a hit in the higher education sector, gaining worldwide popularity and media attention by offering free online courses via such providers as edX, Coursera, Udemy, Udacity, etc. to thousands of listeners with different backgrounds [43-44].

MOOCs' openness and flexibility in learning new skills [45] together with world-class expertise [46] turned MOOCs into a change agent for higher education worldwide [34], including Kazakhstan [47], where using digital technologies in all spheres of society has been relevant since 2017 [48]. For instance, Kazakhstani universities are called upon to recognize the results of non-formal learning and include MOOCs' credits in the student's transcript if the latter enrolled via such online platforms as moocs.kz and others [49] but the professional standard «Teacher» requires using digital technologies, including MOOCs, in teaching practice on a regular basis [50]. Although MOOCs seem to get the go-ahead at all levels of education of the Republic of Kazakhstan, free educational opportunities provided by the world scientific communities do not motivate their participants to complete training on time due to informational illiteracy of society [51], ICT phobia for learning [52–53], lack of time [54], and the need to study individually for too long [55]. Recent studies indicate unresolved issues in the optimal balance between engagement and dropout in MOOCs due to such challenges as individualized tutoring, interactivity, and feedback [56]. Additionally, despite the initial idea of MOOC as a connectivism-oriented tool to make possible fruitful interactions between wide varieties of participants [57], MOOCs developed by leading Kazakhstan universities are task-based and do not contribute to effective continuous teacher's professional development (TPD) [58]. In particular, a series of recent international projects in Kazakhstan, aimed at TPD via MOOCs and accompanied by facilitators, reported poor use of connectivism-based instruments such as online discussion forums for either teaching or learning by pre- and in-service English teachers [59] and supported a shift from traditional teaching models to facilitating interactive exchanges among collaborative learners of MOOCs [60].

Since MOOC is an integral part of sustainable education, teachers can use them for their continuous professional growth. We would like to propose the matrix of teacher professional

development (TPD) through MOOCs accompanied by the facilitators for pre- and in-service English teachers (Figure 3.1).

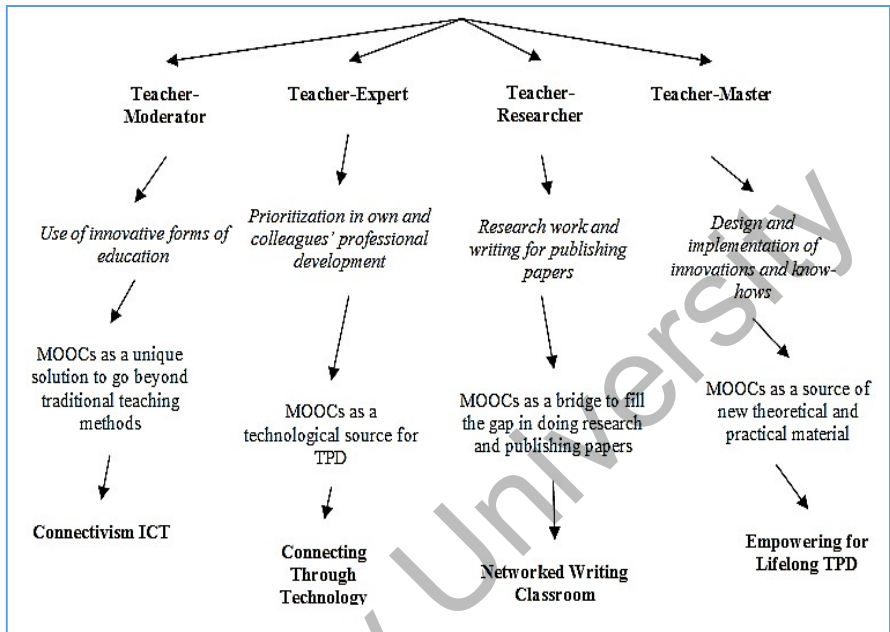


Figure 3.1. The Proposed Matrix of Teacher Professional Competences

As figure 3.1 demonstrates, to become **a teacher-moderator**, any novice instructor should learn to use connectivism oriented MOOCs and such tools as facilitated sessions and discussion forums in their teaching practice [61]. Moreover, in case, teachers are used to communicating with peers and learners via WhatsApp or other messengers, they can turn so customary for them instruments into a platform for discussions or forums.

To become **a teacher-expert**, we recommend learning how to create brand-new forum Tasks or discussion sessions for a group of learners or colleagues.


Any **teacher-researcher** should not only write and publish



their scientific and methodological articles, but also promote their papers and measure individual researcher performance by means of such scholarly social networks as Research Gate, Academia.edu, Mendeley, Kudos, etc. [62] or social media in both formal and informal learning [63].





Last but not least, any **teacher–master** must be ready to inspire one’s colleagues to develop professionally continuously, including with the help of connectivism–oriented MOOCs. In case, the MOOC is not completely connectivism–based, a teacher–master should be prepared to avoid some limitations emanating from its operation within a traditional university setting [64].

We also selected appropriate Coursera MOOCs for each qualification category of a teacher, described in the professional standard of teachers (Table 3.1).

Table 3.1 – Rationale of Coursera MOOCs Selection for each Qualification Category of a Teacher

Category	MOOC	QR–code	Rationale
Teacher–moderator	Learning How to Learn: Powerful mental tools to help you master tough subjects		Opens access to invaluable collective teaching and learning methods

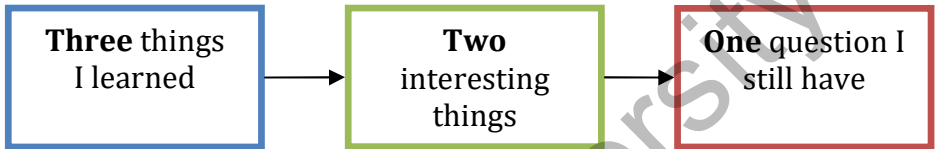
	<p>Get Interactive: Practical Teaching with Technology</p>		<p>Allows creating interactive lessons with the help of multimedia tools that provide opportunities for collaboration and peer-assessment.</p>
<p>Teacher-expert</p>	<p>Foundations of Teaching for Learning: Being a Professional</p>		<p>Allows developing connectivism-oriented skills through understanding discussion forums and participating in them as well as creating scenarios for facilitating sessions to build the connections with colleagues worldwide.</p>

Teacher–researcher	English for Media Literacy		Allows building media literacy – one of the global competences of the 21 st century.
	Miracles of Human Language: An Introduction to Linguistics		Provides deeper understanding of linguistics to high–context skills development and gives fruitful ideas for inter– and transdisciplinary studies.
Teacher–master	English for Science, Technology, Engineering, and Mathematics		Allows boosting the scientific vocabulary and language skills necessary for participating in any international projects.
	Teach English Now! Technology Enriched Teaching		Talks about the current trends in ICT for Education, removes any fears of using technologies in

			the classroom.
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Summing up, whatever may be the framework; teachers must be ready for lifelong learning including as many resources as possible [65].

3–2–1 Comprehension Check

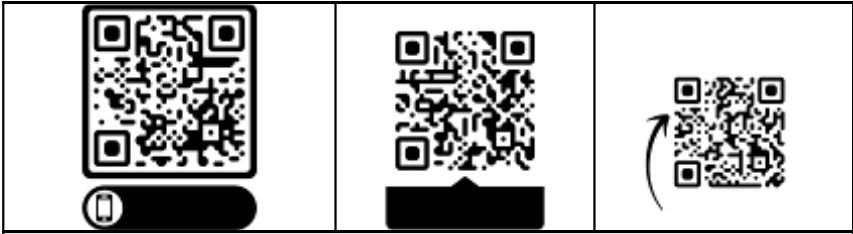


Task 1. Analyzing the supplementary material for Coursera MOOC «English for Media Literacy»

1) *Look carefully at the following lesson plan designed to enhance the topic «Advertising in Media» and answer the questions:*

- 1.1 What level of students can this lesson suit for?
- 1.2 Was the lesson objective set correctly?
- 1.3 Do you agree on the technologies the teacher used to enhance his/her students’ knowledge on the topic «Advertising in Media»? Why? Why not?
- 1.4 What changes would you recommend to make this lesson more efficient?

Lesson Objectives		
By the end of the lesson, the students will be able to speak about advertisement fluently.		
Business/Materials		
Video « How do focus groups work? »	Quizlet cards « Advertising »	Quizlet Test « Advertising »



Warm-up and Objective Discussion

For this stage, I will ask the questions about the advertisement and the students' experience with them to raise the learners' interest and motivation for further studying:

- 1) Can you describe a very memorable TV or Internet advertisement you have seen?
- 2) Which is your favorite advertisement?
- 3) How much do you believe advertising influences what you buy?
- 4) Which kind of advertisement do you think is most effective for you?
- 5) Do you ever buy unknown brands? Have you ever bought a product because it was associated with someone famous?

Instruct and Model	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
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I will set the context by demonstrating the video «[HOW DO FOCUS GROUP WORK?](#)» with the help of an instructional media. Before watching, I will suggest that my students preview some new words that will probably cause the difficulties in perceiving new information with the help of an instructional interactive «[ADVERTISING](#)» on Quizlet.

Guided Practice	<input checked="" type="checkbox"/> R	<input type="checkbox"/> W+	<input type="checkbox"/> L	<input checked="" type="checkbox"/> S
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For the guided practice, I will suggest the [TEST](#) made with the help of Quizlet.

Independent Practice	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> +L	<input checked="" type="checkbox"/> S
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For free practice, I will suggest to write at least 7 sentences on the issue «How advertising influences you» using the learned words on the topic. I will also set the questions for discussion:
1) What is the main idea of the video? 2) What is focus group?
3) How did researchers learn about people's preferences? 4) In your opinion how do advertising companies learn about our interests now?

Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input checked="" type="checkbox"/> S
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Here comes the reflection phase where the students will evaluate the degree of usefulness of the information they got.

1.4 The Role of a Teacher–Facilitator in Blended Foreign Language Teaching

The steadily growing need for distance and blended learning at all levels of education exposes both technical problems and the weak willingness of teachers and students to independently study courses and materials using web platforms in a remote mode, which creates obstacles to the transition to a wide and effective use of a rich range of distance resources to improve the skills of educators, and, as a result, to increase the level of foreign language proficiency of students.

Today, the development strategy of modern Kazakhstan is aimed at digitalization of the country's economy, where the State Program 'Digital Kazakhstan' has become a fundamental document, presented in September 2017, which declared digitalization the core of modernization of all living standards of Kazakhstanis, including lifelong education [66]. ICT technologies allow to study distantly, without leaving home or office, wherever there is access to the Internet, and distance education itself is less costly financially compared to the traditional form of education [67].

The coronavirus pandemic has clearly demonstrated the need to work together to achieve the Sustainable Development Goals, one of the points of which is quality education. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), as of March 20, 2020, approximately 1.25 billion students (approximately 72.9%) in the world were affected by the pandemic [68]. UNESCO Director–General Audrey Azoulay expressed solidarity to all those who were infected with the coronavirus and tried to overcome it with all their might, at the same time calling on the governments of different countries to cooperate in order to establish distance learning systems, to exchange experience and provide access to new technologies and practices, as well as to continue scientific research [69].

The COVID-19 pandemic disrupted the lives of students both in terms of their level and year of study, and in terms of the completion of the educational program. For example, those moving from secondary school to higher education or from higher education to work, faced special problems: they could not complete the school curriculum and certification properly, and in many cases they were rapidly torn away from their social group. Students who applied to higher education institutions at the end of 2020 had to pass school exams at the end of the year, for example, the International Bachelor program [70]. Studies in countries such as the USA, Germany, Switzerland, and Denmark show that students spend significantly less time studying during isolation, and some studies report differing data depending on the home environment of students [71]. Educational institutions are experiencing such risks as: reduction of the teaching staff due to difficult adaptation to virtual work, loss of communication between training and practice, budget deficit, lack of spontaneous communication, increased need for supplies of equipment for remote work, fatigue with Zoom and undermining the morale of both teachers and students [72].

According to the World Bank, ‘the level of functional illiteracy among adolescents is projected to increase, that is, the number of students who cannot use reading, writing and mathematics skills to effectively participate in society is growing’ [69]. Aisha Vauda, the World Bank's leading education specialist in Central Asia, noted that ‘the countries of the region have taken rapid measures to ensure emergency access to education, using many channels and formats.’ But it was noted that it was necessary to ‘lay the foundation for a new – high-quality, sustainable and fair education system.’ It was particularly emphasized that it is necessary ‘to ensure the development of digital skills among students, youth, and teachers, and to provide more opportunities for interactive work of a teacher with a student on various remote learning platforms, to better adapt to the needs of the current crisis’ [73].

Despite a significant period of research and the accumulation of certain experimental material, information about possible ways to implement distance education at all levels, the possibilities of its implementation are very limited. During the spring quarantine period, teachers, students, and parents, especially those living in rural areas, faced the problem of limited access to broadband Internet (or lack thereof). Also, the mobile Internet availability of the majority and at least one computer turned out to be insufficient to ensure high-quality viewing of video lessons and attendance at online classes. It was at this historical moment that the system of ‘open education’ was able to solve the above-mentioned problems in the field of education. Open education is a flexible learning system accessible to anyone, without analyzing their initial level of knowledge, using technologies and methods of distance learning, and providing learning in a rhythm convenient for the student [9].

MOOCs have played a great help in the formation of open education, the development concept of which is based on the ideals of traditional learning, such as the free transfer of knowledge from person to person without any restrictions: demographic, economic, geographical, etc. MOOCs were first developed in 2008 by authors Stephen Downs and George Siemens [75]. Massive open online courses were initially developed as business models, in which the application to learning was considered secondary, came to the fore in order to help improve formal education in the countries of the 3rd world [76]. MOOCs provided free access to the latest courses that could reduce the cost of higher education and even change existing models of higher education. Elite universities have launched open learning portals such as edX, Udacity, Coursera, FutureLearn, OpenLearn, KHAN Academy and others [77].

Leading online platforms in 2020, for example Coursera, opened access to a variety of MOOCs for students and professionals from all over the world, including Kazakhstan; more than 65,000 Kazakhstanis received free access to courses with the possibility of obtaining certificates [78]. A number of Kazakhstani

universities participated in the Coursera for Campus project, where students had the opportunity to enrich their knowledge and experience with the best teachers in various fields from world-famous institutions such as Harvard, Stanford, Princeton, Michigan, the University of Pennsylvania and Yale, the Hebrew University in Jerusalem, and receive appropriate certificates and diplomas for free [47 p.14]. But, despite such availability of materials from the world's leading universities, not all students are able to complete their studies on time and receive a certificate, leaving open the question of the degree of presence of a school teacher or university teacher in the process of distance learning for both pupils and students.

The founders of MOOC, Siemens and Downs, based their education on two goals, namely open access and large-scale [79]. Knowledge is transmitted from teacher to student through open Internet access. Nevertheless, the authors point two global processes of education: diversification and internationalization. Diversification is associated with the organization of new educational directions, training of new courses and disciplines. The procedure for recruiting students, as well as teaching methods and techniques, is changing. Internationalization is aimed at bringing national systems closer together, finding and developing common universal concepts and components in them, which form the basis of the diversity of national and cultural values of a given country, and contributes to their enrichment.

A prerequisite for this study is a previously conducted study on the use of Web 2.0 tools in foreign language teaching, in particular the Trello platform, which showed that without effective teacher-student feedback, a loss of motivation to learn and, as a consequence, its complete termination is inevitable [80]. Hence, there was a need to consider pedagogical roles and identify the most effective of them. Analysis of foreign and domestic sources shows the following:

In 2020–2021, researchers from countries such as Indonesia, Iran, Iraq, Malaysia, Pakistan, and Turkey wrote many

articles where the goal was to study the most important hypostasis of a teacher or teaching styles. The role of the teacher is beyond doubt and remains dominant, while it is the teacher–facilitator who is the main person to maintain the necessary motivation to study disciplines in the subject area ‘English for special purposes’ [81]. Researchers from Indonesia agree with this, arguing that a facilitator in learning is someone who motivates students and makes them reflect [82]. The results of the study devoted to determining the main role of the teacher in the context of learning English as a foreign language (EFL) also show the role of the facilitator as dominant, since it is the facilitator who provides the collaboration that is so necessary for students [83]. The need for the formation of critical thinking skills among modern specialists is beyond doubt, and research in the field of determining preferred teaching styles shows that the role of a teacher–facilitator is chosen by those who have highly developed critical thinking skills [84]. Future teachers also indicate the teacher–facilitator as the second most important after the teacher–expert [85]. The role of the teacher–facilitator is also noted in the study devoted to determining the preferred teaching styles for those who go to work abroad. The results of the study show that it is the facilitator who can contribute to enriching the potential of teaching experience abroad and participation in exchange programs [86]. In the context of teaching, using information and communication technologies, as well as within the framework of the discipline ‘CALL,’ the role of the facilitator is also a priority, since it provides the necessary collaboration within the framework of the interaction of participants in the educational process [87].

In Kazakhstan education since 2015, the role of a facilitator has been regularly mentioned cursorily, but as one of the hypostases of a modern teacher and mainly in full–time education. In various reports of universities of the Republic of Kazakhstan on the development of trilingual education, as well as education in general, facilitators are also mentioned, but again as one of the roles of a modern teacher [88–89]. Nevertheless, it has been proven

that for the modern young generation of ‘digital natives’, the facilitator is the main and powerful motivator assistant, or ‘facilitator of students' efforts’, while for ‘non-natives’ it is the ‘main assistant in achieving learning goals and objectives’, with which students ‘gain confidence in installing software (47%) and collaborate with other people using shared digital resources’ [90].

Comparing the concepts of ‘pedagogical support’ and ‘pedagogical facilitation’, the analysis of the literature allows us to conclude that ‘within the framework of the modern paradigm of education, integration of the processes of support, protection, assistance is necessary, but at the same time facilitation of initiation and encouragement of meaningful learning and personal growth, independence of the subject in making important decisions for him’ is important [91]. Because teaching can be meaningless and meaningful; aimed at acquiring knowledge or, on the contrary, aimed at acquiring personal experience [92], then we see the main task of the teacher in facilitating meaningful teaching or creating favorable conditions for this [93]. Facilitation can be social and pedagogical: it increases the productivity of a person's activity due to the actualization of the image of an opponent, or it increases the productivity of education due to a special style of communication and the personality of the teacher. In both cases, facilitation helps to increase the productivity of any activity, including pedagogical [92]. This means that if in the social sphere facilitation is carried out by observing the actions of the subject, then in the pedagogical sphere – due to the special style of communication of the teacher with students, the influence of his personality on them.

Back in 1969, Carl Rogers in his book ‘Freedom to Learn’ defined the facilitation of learning as a process through which everyone can learn to live by himself and contribute to the development of the student [94]. Rogers insisted on replacing ‘teacher’ with ‘facilitator’ – an organizer of classes who is most interested in the needs and requests of students, thinks not about how to master all didactic units, but about how to create such a favorable atmosphere that students want to know, satisfy their

intellectual, socio-cultural needs [95]. Rogers opposed some provisions of traditional pedagogy, in which the student passively receives intellectual knowledge possessed by the teacher [96]. In other words, the teacher has knowledge, and the students must learn it; the teacher is the leader, and the trainees are subordinates who do not define any goals, methods, or content and have no right to choose teachers, respectively, their trust in the teacher is minimal. Rogers insisted on the need to shift the emphasis from teaching to teaching in the learning process, to create such conditions for teaching that it ceases to be a simple transfer of information but is a facilitation of meaningful teaching [96, p.343].

Recently, there has been an expansion of the role repertoire of the teacher: along with traditional roles, there are also such as tutor, moderator, mentor, coach, and facilitator [97]. Each role is endowed with certain functions that sometimes overlap, causing a legitimate question about the difference between roles and their priority. Let's consider each of the roles in tabular form to compare them (Table 4.1) [98–100].

Table 4.1 – The Role of the Teacher in the Modern Realias

Role	Purpose	Format	Specifics	Subject
teacher	knowledge, skills, formation of competencies	educational process	evaluation format, work within the educational standard and regulatory documentation	
tutor	formation of reasonableness and confidence	tutorial	assistance in organizing the educational	organization of the educational process

	in decision-making, increasing awareness in education and self-realization, improving efficiency in education		process, optimizing interaction with administrative structures	of distance education (DE)
moderator	activation of analytical and reflexive activity of students, development of research and design skills, development of communicative abilities and skills	group, teamwork	interaction, communication, visualization, motivation, monitoring of the educational process	support the educational process of distance education (DE)
mentor	organization of personal development skills available to mentor	master class, training, personal contact	personal skills, engagement	evaluative position, conveys mastery in the best way
coach	improving efficiency in achieving goals	coaching session	working in a short-term situation, short-term	motivation for action

			result	
psychologist	improving the psycho-emotional state, solving related problems	consultations, personal contact	reliance on the theory of personality	experiences of the subject
facilitator	strengthening the productivity of education and the development of the subjects of the professional and pedagogical process due to the special style of communication and personality of the teacher	facilitation sessions	removing difficulties, maintaining motivation, connectivism, technical support	conversion of course assignments into easier or more complex ones in order to complete it successfully and productively on your own

Table 4.1 shows that all role models perform significant and necessary functions in education. However, according to K.P. Zakharov and O.O. Kunina [101] in the article *‘The Difference among the Positions of Mentor, Facilitator and Tutor in the Distance Learning System Moodle’*, the primary position remains

with the moderator who establishes contact with students, and then the main positions in the digital educational environment are considered to be the positions of mentor and facilitator, but at the same time an advanced mentor can become a facilitator, but not vice versa. The same authors claim that the tutor's position is more significant, since the tutor's competence is added, and it is the tutor who teaches students to learn, which fully corresponds to the postulate of the 21st century 'learning throughout life' or 'lifelong learning' [102].

Nevertheless, according to E.I. Sokolova [103, p. 1], the concept of 'tutor' is widely used within all formal levels of education 'school – university – system of advanced training', and the terms 'coach' and 'facilitator' are more correlated with informal education, but at the same time 'facilitator' turned out to be the least frequent word in the Russian language [103, p. 4]. Making a comparative analysis of the use of terms, E. I. Sokolova insists that the tutor works individually with each, and the facilitator works with the group [103, p. 8]. I. I. Falyakhov agrees with this statement, he at the same time also analyzes the level of readiness for mentoring and assigns the highest level to the facilitator, while insufficient to the mentor, acceptable to the tutor and sufficient to the coach in motivational–holistic, cognitive, process–activity and reflexive–analytical plans, concluding that it is a facilitator, who is the ideal mentor, because he/she combines elements of mentoring, tutoring, and coaching [104]. However, the variety of terms of the role models of the teacher and their fine line in terms of similarity of functions and differences forces us to continue working to identify the facilitator's role in the process of blended foreign language teaching with a possible subsequent proposal of their model and interpretation.

The study of key methods and techniques of facilitation was carried out by involving 61 students of linguistic and non–linguistic specialties in the process of passing massive open online courses on various platforms, the content of which complemented the content of the disciplines fixed in the working curriculum. In other words,

students, in addition to traditional classes on recommended textbooks, educational and methodological complexes, had to take massive open online courses on Coursera and Intuit platforms, for example, ‘Translation Quality Management’, ‘Academic Writing’, ‘Business Correspondence in English’, with weekly facilitation sessions. For 15 weeks, the students have worked independently in their free time based on the materials selected for them by the MOOCs and consulted with the facilitators. After 15 weeks, all students were asked to leave a detailed review of the role of the teacher–facilitator in their additional training, the total result of which allows us to conclude that when taking additional courses, the teacher is necessary for:

- 1) Competent selection of additional courses to improve knowledge of the discipline;
- 2) Successful completion of the courses on time;
- 3) Maintaining and preserving the motivation of students to study disciplines within these additional courses;
- 4) Assistance in solving problems in additional courses that students cannot solve on their own;
- 5) Creating a friendly atmosphere and the necessary joint collaboration in the conditions of distance and blended learning.

In parallel, a survey of facilitators was conducted who already had experience in facilitating various sessions on the topic ‘Distance learning format’ in order to find out what difficulties and problems the MOOCs students faced in the process of switching to a new work format. A total of 123 respondents took part in the survey and answered 15 questions. The remote format of testing using the online tool Google Forms was used.

The analysis of the facilitators’ survey about the weaknesses of the course participants revealed the following problems:

- 1) Lack of time (66.7% of respondents);
- 2) Lack of communication with other course participants (28.2% of respondents);
- 3) Weak technical base (19.7% of respondents);

4) Misunderstanding of tasks or instructions (12% of respondents).

In parallel, a survey, involved 139 teachers and 389 students of various levels, was conducted to study the degree of effectiveness of the use of MOOCs in the 2020–2021 academic years. It contained 15 questions created through the online tool Google Forms, which also addressed the question of the facilitator's role and the need to accompany students during their online courses on various platforms.

The students' attitude to a teacher's role in the process of MOOC mastering is shown in the following section:

- 31.1% of respondents regard the support from the teacher during the MOOC as a motivating factor of learning.

- 25.6% emphasize that the teacher provides technical support when using the platform.

- 25.6% say that the teacher helps with difficult topics and tasks.

- 13% of students do not need help in MOOCs.

As the advantages of learning on MOOC platforms, students consider the following opportunities:

- 40.8% of respondents consider the choice of a course according to their level of knowledge and interests as a priority advantage.

- 40.4% of respondents like the opportunity to improve their professional level.

- 32.2% of respondents consider learning at an individual pace to be a plus.

- 27.5% highlight the more modern content of massive open online courses.

- 27.1% of respondents like the opportunity to develop their general outlook.

- 22% of respondents take a variety of task forms and the ability to choose to complete tasks as a bonus.

- 19.6% note the available level of MOOC tasks.

- 17.3% find an opportunity to communicate with course participants and find like-minded people.
- 9% consider it an advantage to be able to transfer the MOOC course into the transcript of completed credits.

Analyzing the feedback and responses of students, we can state the fact that the most important thing for them when taking additional online courses is conducting facilitation sessions by a teacher who organizes, directs, facilitates, stimulates the search process based on the task assigned to students and helps in the successful completion of the MOOC.

The analysis of teachers' responses regarding their role in the process of students passing the MOOC shows the following:

- 52.1% insist on organizing live sessions to discuss the course, its tasks, and the problems faced by participants.
- 40.2% consider their main role to be instructing students about the use of Internet platforms.
- 35.9% of respondents are limited only to providing students with a list of MOOCs in the discipline for additional learning.
- 21.4% of respondents prefer control over deadlines and acceptance of a certificate of completion as proof of the completed task.
- About 1% denies using MOOCs with students.

The analysis of the survey and feedback from students, as well as the survey conducted among teachers, allowed us to identify the following problems that both students and teachers faced when switching to a new format of education and which require the necessary solutions:

- Courses of a certain subject cannot be transferred to the online course format;
- There is partial resistance on the part of teachers regarding the integration of MOOCs into the educational process and their low interest in using these courses as part of the curriculum;

- Questions remain open related to the correct selection of MOOCs, as well as the formation of a curriculum with convenient deadlines for completing the course.

40% of the teaching staff did not know the key features of MOOCs and the effective tools embedded in them to implement the principles of continuity and individualization of education.

80% of respondents did not have a holistic view of independent approaches to the problems of the issues being solved and support from facilitators is required.

The responses of students involved in a 15-week experiment with massive open online courses, a description of the problems identified as a result of a survey of experienced facilitators and teachers, as well as students of different levels in terms of difficulties encountered by the students of the MOOCs, made it possible to draw a portrait of a competent teacher-facilitator (Figure 4.1).

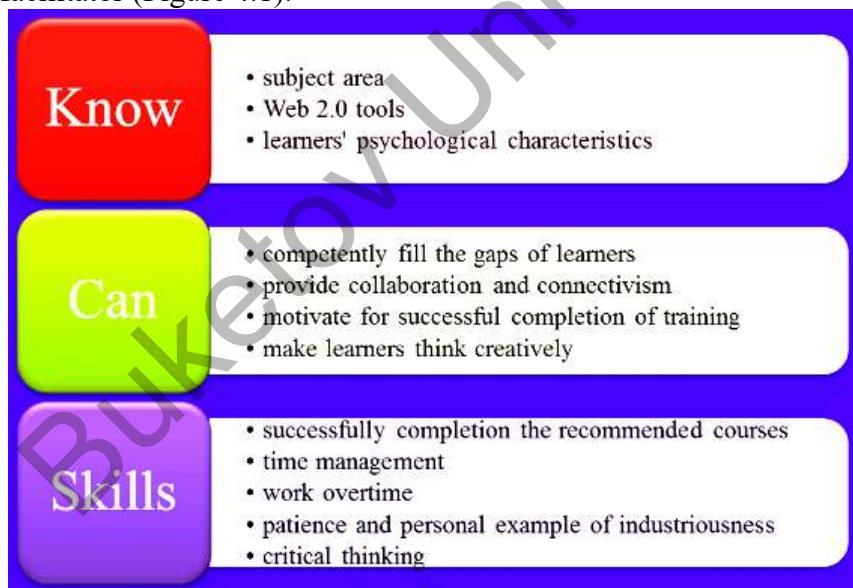


Figure 4.1. A Three-Dimensional Portrait of a Teacher-Facilitator: Knowledge, Skills, and Abilities

Taking into account the subject area of teachers of blended learning, namely «English», the need to engage in discussions in order to teach critical thinking and the availability of soft skills, we have started work on the selection of basic Web 2.0 tools for more successful work of the facilitator and for the preparation of facilitation sessions according to **three key criteria**:

- 1) Communication skills;
- 2) Critical thinking skills of the highest order;
- 3) Survival and flexibility skills.

Many scientists, analyzing the concept of language competence, bring to the fore practical activity, rather than knowledge of vocabulary and grammar. For example, I. A. Zimnyaya, analyzing the concept of competence, interprets it as an actual manifestation of competence, ‘knowledge-based, intellectually and personally conditioned experience of a person's socio-professional life’ [105].

The competencies necessary for students to successfully complete the MOOC course are not limited only to language skills. To successfully complete the course and interact with the facilitator, certain personal qualities are necessary, such as responsibility, organization, ability to work in a team and communicate with different people outside of their comfort zone. These competencies, with all their diversity and ambiguous list, are commonly called soft skills. There is an opinion that today graduates are academically competent and have excellent skills, but they seriously lack such skills as ‘teamwork’, ‘leadership’, the ability to work with numbers and to argue [106].

For soft skills categories such as collaboration, communication and time management, M. Sinken analyzed the tools used in various MOOCs to stimulate self-regulation and active learning using categories created by Scagnoli in 2012 and identified different types of activities and tools for each of them [107].

We have identified such blocks as tools for reading, writing, listening and speaking. The choice of tools was based on the wealth of cognitive skills that the student uses in the process of working with these tools. However, the evaluation of tools requires taking into account not only the benefits of their use, but also more general characteristics. Moreover, each tool should be tested during the facilitation sessions of previous and present experience. One of the simple and at the same time understandable categories for evaluating Web 2.0 tools includes the following categories adapted to our project:

1. Functionality – possibilities of use, applicability;
2. Accessibility – accessibility for inclusive groups, free access;
3. Technical – the ability to integrate with other platforms, access from a browser or mobile application;
4. Design – convenience, pleasant interface, offline access;
5. Data protection – registration, secure connection, export or archiving of data;
6. Social presence – the popularity of the application in social networks, updates and development;
7. Teachers' experience – testing of the tool, experience of application among teachers in Kazakhstan [108].

To date, more than 100 tools providing Internet access have been analyzed, their advantages have been highlighted, cognitive skills and competencies developed by them, as well as testing in the educational environment of Kazakhstan.

At the same time, the development of a methodology for the advanced training course for teachers of English as a foreign language has begun on the basis of MOOC resources and with the assistance of a facilitator, taking into account Common European Framework of Reference (CEFR) and standards for the use of technologies in the study/teaching of English to speakers of other languages (TESOL Technology Standards) [109–110], for which methodological features of the support of online foreign language courses have already been defined, namely:

- Differentiated approach;
- Identification of the needs of the market of school, higher and postgraduate education;
- Determination of the student body for the planned courses with the participation of facilitators;
- Blended and/or online learning format.

A number of parameters related to the successful completion of massive open online courses by students in the direction of 'English' are highlighted:

- Motivation of listeners;
- Skills of self-regulation in learning (skills of setting goals and objectives, self-control, monitoring one's own educational activities and correcting behavior);
- The level of interactivity of the online course and the degree of «isolation» of the listener;
- Computer literacy and technical equipment of students;
- Previous MOOC experience;
- Socio-demographic characteristics of the student.

Thus, during the experimentation, it was assumed that a number of English language disciplines would be taught at Kazakhstani universities such as Karaganda Buketov University, L.N. Gumilev Eurasian National University, Shymkent Miras University for 15 weeks of one academic year with the use of facilitation sessions in order to clarify and define the role of a teacher-facilitator in order to support participants of massive open online courses. To help the project participants adapt to the Coursera platform, ensure maximum involvement of participants, their cooperation and mastering new competencies, a facilitator teacher was involved in each group, whose role contrasted with the activities of an ordinary teacher.

Based on the results of the questionnaire and various forms of the survey, the main tasks and the principle of the facilitator's work were clarified and outlined. The experience gained helped to describe in detail the facilitator's functions, their difference from the generally accepted ideas about the teacher-supervisor. Thanks

to the facilitation sessions, all participants successfully completed courses on the Coursera platform, and later used the platform to study other courses within their professional fields and interests.

It was determined that such an innovative approach in education was determined through the ability and willingness of facilitators to design and model the educational process necessary for this group of students using various educational technologies based on knowledge of their potential capabilities. This is what makes the learning process at the university methodically organized and technological, i.e. predictable and as close as possible to the planned results.

Within the framework of such design, it is advisable to use mixed models created on the basis of various educational technologies that have proven themselves well in the practice of higher education in Kazakhstan on the MOOC example.

*«Anyone who stops learning is old,
either at twenty or eighty.
Anyone who keeps learning stays young.
The greatest thing in life is
to keep your mind young.»*
Henry Ford

2. MOOC Facilitators in in the Context of Foreign Language Education in Kazakhstan

2.1 Kazakhstani Facilitators as Agents of Sustainable Development of Local Educational System

Our case study includes a series of significant international and regional events, where the issue on the role of facilitators in teacher professional development (TPD) through MOOCs as well as on their training peculiarities was raised and voiced by local teachers, participated in AE MOOC Facilitated Sessions Project as MOOC facilitators (Table 5.1).

Table 5.1 – A Series of Significant International and Regional Events, Contributed to a Pool of Local Facilitators’ Development

Event ID	Date	Event Name	Host	AE MOOC facilitators’ contribution
Event 1	01 October 2019-30 June 2020	AE MOOC Project	KazTEA, US Embassy RELO, American Corners in 16 Kazakhstan cities	Novice AE MOOC facilitators got a basic understanding of facilitation and reported the need for

				further exploration of the role of a MOOC facilitator.
Event 2	March 2020	AE MOOC training for Access program coordinators and instructors	RELO (Central Asia) with EL Specialist Mary Catherine Boehmer	Access program coordinators and instructors, among whom there were AE MOOC facilitators, who got aware of MOOC camps, their types and strategies to facilitate sessions.
Event 3	March-April 2020	«Using Educational Technology in the English Language Classroom» MOOC Engagement Sessions	KazTEA & US Embassy RELO	Novice AE MOOC facilitators gained knowledge in using various digital tools for teaching.
Event 4	August 2020	Online extended meeting of the Republican	<i>Kazakh Ablai Khan University of Internationa</i>	AE MOOK facilitators initially aired the need for

		Scientific- Methodologica l Council	<i>l Relations and World Languages JSC</i>	facilitated sessions, during which MOOC participants could consolidate the material for its further use.
Event 5	18 February 2021	Online meeting of National Scientific Council (NCS) in Research in the Field of Education and Science	The Committee of Science of the Ministry of Education and Science of the Republic of Kazakhstan	AE MOOC facilitators became researches: their application for funding a research «Facilitators in professional development of blended learning teachers: effectiveness assessment, methodology, vectors of competence development» was approved for grant funding by MES RK.

Event 6	15 March-04 June 2021	Proposal Writing for Success at International Conferences project	RELO (Central Asia) with EL Specialist Jimalee Sowell	Intensive training of writing abstracts for international conferences allowed AE MOOC facilitators presenting their outcomes at two large-scale events, organized by TESOL International Association.
Event 7	28 April 2021	Increasing Online Engagement of English Language Learners Forum	RELO, KazTEA, and the British Council with the support of MES RK	AE MOOC facilitators shared their experience in the report titled «Active Learning via Social Websites: Best Experiences and Challenges from Kazakhstan.»
Event 8	17 July 2021	ELT Leadership	TESOL International	AE MOOC facilitators

		Management Certificate Program (Online)	Association	gained leadership skills and watched the work of international facilitators.
Event 9	30 August 2021	Autumn '21 Virtual IPE	International Publishers, Greece branch	AE MOOC facilitators voiced the question of the role of English Teachers' Associations in TPD.
Event 10	08-11 November 2021	Actual Problems of Philology and Foreign Language Teaching Methods. The 3 rd All-Russian Scientific-Practical Conference with International Participation	Novosibirsk State Pedagogical University Foreign Language Faculty	AE MOOC facilitators were recommended to conduct a more thorough investigation on the difference between facilitator and other teachers' roles, which was done.
Event 11	January-December 2022	«Advancing English for Media	KazTEA & PF «The Society	AE MOOC facilitators carried out a

		Literacy» Project	Developmen t Information Support Fund» (FIPRO) funded by RELO	training of facilitators for TPD aimed to strengthen resilience to disinformatio n by increasing the media literacy through Coursera MOOC «English for ML.»
Event 12	22-25 March 2022	TESOL 2022 International Convention & English Language Expo, Pittsburg, US	TESOL International Association	AE MOOC facilitators presented their abstract titled «Less Massive but More Efficient Online Learning for EFL Teachers»
Event 13	01 October- 15 June 2022	Passing the baton to schoolteachers’ training through MOOC from RELO to British	The British Council & <i>National Center for Advanced Training</i> «Orleu» JSC	AE MOOC facilitators were selected for facilitating Future English Online

		Council. The start of Future English Online Teacher Community (OTC) for EFL Teachers project		Teacher Community (OTC) for EFL Teachers project, where gained connectivism-based practices
Event 14	13-16 June 2022	Language Teachers as Innovators: Digital Literacies and Communicative Approaches 2022	TESOL Regional Conference at Inha University, Tashkent, Uzbekistan	Experienced facilitators shared their experience in their report revised in the light of upgraded skills titled «Less Massive but More Efficient Online Learning for EFL Teachers»

For convenience, we assigned each of thirteen events a sequence number from 1 to 14 when arranging them in a chronological order from the earliest to the latest. American English MOOC Facilitated Sessions Project [111], held between 01 October 2019 and 30 June 2020 and involved 394 EFL and STEM pre — and in-service teachers from 16 Kazakhstan cities, was the starting point. It focused on training facilitators for teacher professional development through MOOCs in the collaborative

discourse of Kazakhstan Teachers of English Association (KazTEA) and Regional English Language Office (RELO) of US Embassy Kazakhstan.

AE MOOC project itself and its impact provided the impetus for research in identifying the role of facilitators in TPD through MOOCs in the context of Kazakhstan education well described by Kalizhanova et al. in 2020 as, namely (1) the first experience in MOOC on a large scale in Kazakhstan, thanks to which the main responsibilities of MOOC facilitators were clarified; (2) showed a weak link in TPD regarding school teachers' poor organization skills, lack of time, desire to obtain the certificate rather than establishing a professional network, and the need for technical, social, and individualized support; (3) revealed motivational potential of facilitated sessions in timely and efficient accomplishments of Coursera MOOCs; (4) reported a shift from traditional teaching to facilitating effective communication amongst MOOC participants; (5) proposed some solutions how to work online with a diverse group of learners [47, p.15]. Since then, AE MOOC facilitators participated in several events, during which they gained additional skills and knowledge in both EFL teaching and TPD via MOOC facilitation. For instance, Events 1, 7, and 12 equipped novice facilitators with facilitating skills by participating in American English MOOC Camp [112-113], watching the work of international facilitators, and acquiring connectivism-oriented approach to facilitating MOOCs respectively. Events 2, 5, and 7 contributed to developing the knowledge of using digital tools for teaching all four English language skills, academic writing, and ELT leadership relatively. All events allowed MOOC facilitators learning from peers and sharing their expertise as well as establishing good rapport with professionals worldwide.

The presented sequence of chronological events fully coincides with the idea of continued educational outcomes by at least 1-year training [114]: our accumulating knowledge process is still ongoing after more than two years of continued development as facilitators. Our experience justified another idea about the

importance of additional educational training for sustainability of the results [115]: we actively participated in various events to fill gaps in contemporary teaching practices to become professionals, who manage to facilitate other teachers' professional development. We also prove the fact that such long-term training requires human and financial investments [116] that the local NGOs usually lack thereby need external support from the local education authorities (LEAs and international educational organizations (IEOs) [117]. All this allows us proposing the framework of developing a pool of local facilitators for sustainability in teacher professional development, including via MOOCs, based on fruitful cooperation of local NGOs, LEAs, and IEOs (Figure 5.2), where the contribution of each party is clearly seen from Table 5.2.

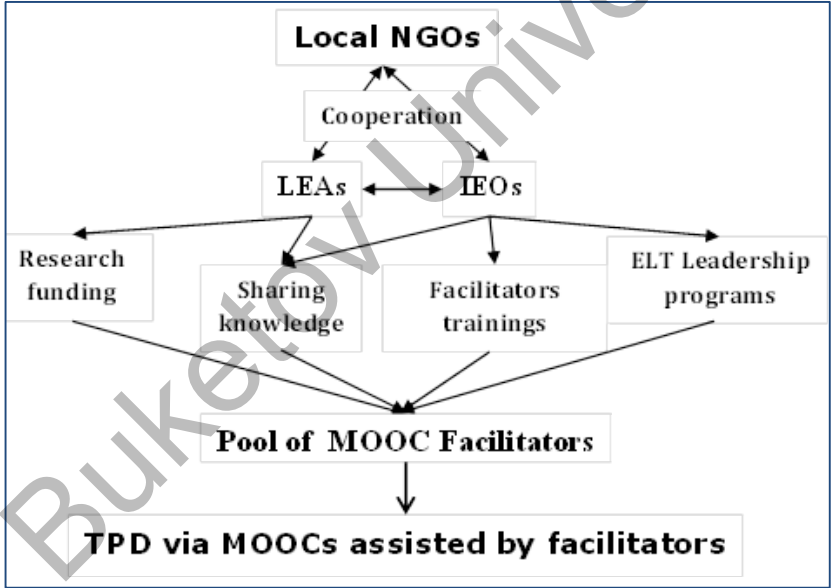


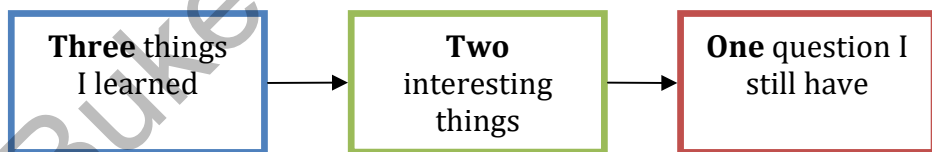
Figure 5.2. Joint Efforts in Developing a Pool of Local Facilitators

Table 5.2 – Cooperation on the part of NGOs, LEAs, and IEOs to developing a pool of local facilitators

Necessary skills	Event ID	Funded by
Facilitating MOOCs for TPD	1; 2; 7; 12	RELO in Central Asia & British Council
Digital literacy	2	RELO in Central Asia
Academic writing	5	RELO in Central Asia
Research skills	4; 5; 9	MES RK, RELO in Central Asia
ELT Leadership	7	RELO in Central Asia
Sharing knowledge	1-14	MES RK, RELO in Central Asia, British Council
Building professional network	1-14	MES RK, RELO in Central Asia, British Council

Active participants from KazTEA with constant financial and human support from RELO in Central Asia and British Council have come a long way from its humble beginnings in 2019 to turn from experienced EFL teachers into experienced and well-qualified facilitators.

3–2–1 Comprehension Check



2.2 Facilitated Session: The Basics of Design

The term "facilitation" is used in many contexts, a facilitated session is defined as a structured meeting where the facilitator guides participants through a series of predefined steps to arrive at a result that is created, understood, and accepted by all participants. This definition includes several key aspects. Firstly, every facilitated session has a specific purpose or result that is to be achieved. For example, a facilitated meeting might be held to create a strategic plan for an organization, improve the efficiency of a specific process, or define a solution to a difficult problem. Secondly, participants move through a series of predefined steps to create the result. For example, a facilitated session to create a strategic plan might include steps such as situation assessment, visioning and goal setting, strategy development, and action planning. Finally, the role of the facilitator is to guide the participants through the steps, using their understanding of the process and group dynamics to help the group achieve the desired results. The facilitator does not dictate the solution, but instead helps the group to create a result that is understood and accepted by all participants.

It is important that the participants create, understand, and accept the result because an effective decision requires both the right decision and commitment to that decision. For example, if a decision is made to move from three-person to two-person garbage crews, it may be the right decision, but without commitment from the sanitation workers, the effectiveness of the decision would be severely hampered. Similarly, even if the leader of a task force knows the right solution, the effectiveness of the solution can be nullified if other task force members are not committed to it. Facilitation is about building that commitment.

Facilitator's Role During the Meeting

The role of a facilitator during a meeting is critical for its success. While planning and designing a meeting are important, what a facilitator does during the meeting is equally important. You

must use many skills and techniques to keep the momentum going and to help each group member engage fully in the tasks at hand. You also need to explain the roles that group members must take to make the meeting successful and coach them accordingly.

During the meeting, your key focus is managing the process. It is essential to stay relaxed, allowing the meeting to flow at a natural pace, while also staying alert and observing how the process is working. Strive to strike a balance between providing structure for the group and giving it freedom to listen to one another, explore ideas and issues, think through a problem, brainstorm, and come to know and trust one another.

If necessary, intervene to change the meeting's design, such as allowing more time than planned for an activity, dropping an activity, changing the process slightly, or even stopping an activity. However, do not be too quick to suggest changes, as sometimes the design may "drag" because the issue is a difficult one, not because the design is not working.

The main responsibilities of a facilitator during the meeting are to provide focus, structure, and manage the meeting environment, including disruptions and difficulties. Additionally, it's essential to solicit feedback from the participants to improve future meetings. Less experienced facilitators will benefit from evaluating how the meeting went after the session and learning from the results. Meanwhile, more experienced facilitators will know when the design needs to be changed and sense how best to change it, a skill that cannot be easily taught.

Providing Focus

Ensure that the goals of the meeting are outcome-driven and clearly communicated to the participants, with written copies displayed in the meeting room. Facilitate the group to produce concrete results by the end of the meeting, such as decisions made, plans formulated, brainstormed lists, or established priorities. To further concentrate the group's efforts, record their ideas during the meeting to create a written record of their progress. The visual

representation of their work on flip charts hung in the meeting room can inspire and encourage the group to continue their productive efforts.

Providing Structure

To structure a group session effectively, it is important to establish clear objectives that are achievable and understood by everyone. This can be done by designing a session that balances presentation with group discussion and involvement, and by anticipating the group's level of knowledge, skill, or awareness. However, it is also important to remain flexible and deviate from the planned structure when necessary. The overall goals of the session should be the driving force behind the structure and activities, with the agenda based on clear goals that are stated to all participants. The facilitator can help the group leader come up with realistic objectives and act as a coach to clarify what needs to be accomplished at the meeting. It is essential for the group to identify the specific results it intends to accomplish at each meeting, even if it has overall goals and a mission. The facilitator can ask questions to help the group narrow down its objectives and ensure that everyone understands what needs to be accomplished. Ultimately, the facilitator's role is to provide a structure that supports the group in achieving its goals.

The Beginning

The success of a meeting depends on its beginning, as it sets the tone for the work to come. To ensure a positive start, facilitators and leaders can take several steps before people arrive, such as arranging chairs so that people can see one another and posting a welcome sign. Once people arrive, it's important to greet them, offer refreshments, and confirm the purpose, objectives, timing, and administrative details of the meeting. This can include introducing oneself and having others do the same, using an icebreaker, and posting the objectives and agenda. It may also be helpful to ask each person to briefly share their expectations for the meeting and to post a list of suggested ground rules. Balancing productivity with informality and relaxation is important to ensure

that people can think, ponder, discuss, and get to know one another. When planning a session, it's also important to take logistics into account and plan start times with some flexibility.

The Middle

During the middle part of a meeting, the majority of the work is done to achieve the goals and complete the agenda, which may include a range of activities like discussions, presentations, small or large group work, brainstorming, prioritizing, and evaluating. This part is usually the longest and it is beneficial to include breaks and different activities. It is helpful to design the flow of work beforehand, estimating the time needed for each activity, and deciding which processes will work best. To ensure that the meeting is successful, follow some general guidelines such as allowing enough time for discussion, transitions, and breaks, providing variety in activities, staying focused on goals and objectives, and being flexible to adapt the plans if needed.

The End

The end of a facilitation session is just as important as the beginning and middle. It is a time for the group to review decisions and actions, feel a sense of completion, and plan for the future. It is important to have a clear plan for how the session will end and allocate enough time for it. Several things must be accomplished near the end of the meeting, including recording all decisions and action items, establishing the date and time for the next meeting, evaluating the meeting, and deciding what to do with any flip charts used during the session.

A brief agenda for the end of the meeting includes reviewing what was accomplished, deciding on the agenda and date for the next meeting, and obtaining feedback from participants. If this is the last meeting for the group, appropriate activities should be planned to allow group members to reflect on their experiences, share insights and learning, and determine ways to stay in touch in the future. Depending on the group and situation, these activities may vary in nature and length. When a group has worked together for a substantial amount of time or through a significant project, it

may be appropriate to follow the last meeting with a social event. This helps ease the ending of the group experience and gives people a chance to solidify relationships before moving on.

Managing the Meeting Environment

Effective management of the meeting environment is crucial for productivity. Factors such as room selection, surroundings, and room arrangement can have a significant impact. While it may not always be possible to choose the room, you should consider the characteristics required for a productive meeting place and try to influence the selection. If the space is noisy, cramped, poorly lit, or too hot or cold, it can be challenging to have an effective meeting. However, with some pre-meeting effort, even an inconvenient meeting space can become conducive to participation and productivity. Some guidelines to follow when selecting a site are discussed in the following sections.

Providing an appropriate amount of space is essential for the success of the meeting. The room should be large enough for people to move around comfortably, particularly if they are doing small-group work or writing on flip charts. Crowded spaces do not allow people to relax, take notes, or stretch, while small groups can get lost in overly large rooms. If a large space is unavoidable, define the group's space by creating partitions or a table to create a more intimate setting.

The type of space also affects productivity. When people need to work collaboratively, they need a room that is conducive to productivity, away from distracting noise, pleasantly decorated, and with windows. Rooms with too many windows might be too bright and discourage concentration, while a room with no walls or space to hang charts will make it difficult for most facilitations.

When choosing the location of the room, several things must be considered. Is it convenient? Is it too close to where people work? Will the location hinder good attendance? Is it located too close to an area where visitors can easily interrupt the session? If the meeting is offsite, consider the distance and traffic patterns

people must travel, and find the most convenient location for everyone.

The setup of the room is crucial for an interactive, facilitated session. Auditoriums or classrooms in which some participants have their backs to others are not conducive to facilitation. Seek rooms that can be arranged easily, as this allows for the most flexibility. Tables arranged in a "U" shape are good for relatively small groups, with the facilitator standing, sitting, or moving around within the "U." For breakout sessions, small groups can move chairs into a circle, sit in "circles" at various sections of the "U"-shaped setup, or move to another area furnished with round tables. Large groups can be divided into smaller groups sitting at round tables, so that everyone in the smaller groups can see everyone else. If you are stuck with a big conference table that is not movable, adapt your facilitation style and activities to allow as much interaction as possible.

In summary, managing the meeting environment is crucial for productivity. The appropriate amount of space, the type of space, the location, and the setup of the room all affect productivity. By considering these factors, you can ensure that the meeting environment is conducive to participation and productivity.

Soliciting Feedback

Skilled facilitators use a variety of techniques to collect feedback from participants before and after meetings. A process checkpoint is an effective way to gather feedback during a meeting. Conducted quickly between activities, it allows group members to evaluate progress, think about meeting effectiveness and make changes as needed. Process checks should not be made too frequently, but can be used midway through a meeting, when progress slows, or at planned intervals during longer meetings. Asking short, open-ended questions or using a simple written survey can be useful. However, checkpoints should be reserved for process observations and not used to evaluate meeting content. It is also important to ask for feedback from both the client and participants during the meeting, but overdoing this can be

counterproductive. Feedback received at the end of a meeting is invaluable for improving future facilitations. Facilitators should ask participants what was helpful and valuable about the meeting, and what could be improved. During this time, it is essential to avoid being defensive or justifying actions taken. Simply listen, write down feedback, and use good eye contact. Responding to feedback at a later time is preferable. Good facilitators look forward to feedback sessions and use them to become better facilitators over time.

Sample Process Survey

Directions: Rate how the meeting is going so far by using the following scale:

Yes = 3 points

Needs Improvement = 2 points

No = 1 point

___ I am involved in a productive way.

___ Other people are involved in a productive way.

___ We are working collaboratively together.

___ The timing and pace of the meeting are good.

___ We are using appropriate methods and procedures.

___ Our objectives are clear.

___ We are focused on our objectives.

___ We are making good progress.

What Facilitators Can Do to Help Groups Resolve Conflict

- Provide guidance and clear direction during the goal-setting process;
- Make sure the group develops guidelines for how it will function as a group;
- Use proven team processes, tools, and techniques for brainstorming, problem solving, decision making, and analysis to help groups address conflict naturally, as part of the process;
- Make sure that people understand the various group roles (facilitator, leader, member) and that these roles are carried out;

- Help the group determine whether a disagreement is central and important to its progress, or peripheral and not important to its progress;

- Keep the group focused on its goal and when conflict arises, ask, "Does this need to be resolved for us to reach our goal?";

- When group members are buried in conflict, refocus them on the end result by asking, "What do we want the end result to be? What is it we are trying to achieve?"; and

- Help group members deal with hidden agendas. Make it acceptable to acknowledge personal goals and desires and even try to meet them, but make it unacceptable for personal agendas to stop the progress of the group or keep the group from being as effective as it could be.

What Group Members Can Do to Help Resolve Conflict

- Keep the end goal in mind. Help others do the same;

- Consider other views by:

- Listening actively

- Finding merit in others' views

- Understanding the other person's main points

- Restate the other person's viewpoint to show understanding;

- Restate if you did not understand the first time or two;

- Avoid defending your own views until you have fully understood the other person;

- Do not hold back when you disagree or have another idea;

- State your own view clearly, firmly, and without excessive emotion;

- When interrupted, ask people politely to let you finish;

- Avoid harping on your own position, but rather let your idea stand on its own merit;

- Try not to become personally attached to or invested in your own position, keep the end goal in mind, and do not take it personally if the team decides to take another approach;

- Offer suggestions or alternatives, rather than simply disagreeing with another approach;

- View group conflict as natural, and help your group work toward a mutually agreeable solution that will satisfy as many of everyone's needs as possible.

2.3 Breaking the ice Activities for facilitators

Activity 1 Open Space

Facilitator Notes

The intention here is to highlight the importance of process as part of every task. Process involves the part of the iceberg that is under water (see model in theory section)—and we all have plenty of process we bring to every team or group! The question is, are we aware of our process and what happens to it in team scenarios?

1. Place a piece of flipchart paper in the center of the team/group.

2. Ask each participant to consider for a moment and to identify the following:

a) a symbol for themselves in the team or group (for example, the participant might think that they are best represented by a star, a lightning flash, or a hand)

b) a word for the contribution they can make in the team (for example, the word *insight*)

c) the position they are taking/will take in the team or group (3 minutes)

3. Ask each participant to draw their symbol and write down their word on the blank piece of paper in any form they like. It is important that everyone contribute *within a 5-minute time limit*.

4. Once this is completed, ask the team or group to discuss the task. Here are some of the questions you might want to put up on a flipchart for them to reflect on:

- What did they notice during the task?
- Who did they notice during the task?
- How did they feel during the task?

- Did they either enjoy the task, dislike it, or feel neutral about it?
- What do they see on the paper?
- Would they like to change what they've done? Why? (10 minutes)

5. As facilitator, you will have observed the interaction of the team or group yourself. Offer and discuss feedback on your observations:

- Who started first? Who was last to contribute?
- Who took the central position? Who stayed on the sidelines?
- Who took the most space on the paper? The least?
- Who teamed up with others? Who stayed alone? (10 minutes)

How ready are people to share personal information? How willing and able do you feel they are to look at themselves as a team? You may want to drop some observations into the team discussion, such as "I was interested to see how long it took people to make their contributions; some of you were quite fast, others appeared happier to wait." This sort of intervention is neutral, but can bring a focus and depth to the discussions. See what happens to such an observation. Is it picked up? Don't worry if it goes nowhere; it might take some time for the team or group to consider their response. On the other hand, it might lead to immediate results and comment. Don't feel the need to explain. This type of intervention is called a process observation; let the team or group do with it what they will. Remain unattached to the outcome.

6. Finish the activity by taping the flipchart paper to the wall and acknowledging all input from the participants. Then ask them to keep in mind the contribution they want to make to the group process.

Activity 2 Object Lessons

Facilitator Notes

This creative exercise is designed to encourage participants to see their uniqueness as facilitators and to gain feedback from others on how they are seen by others.

Materials: The facilitator will need a selection of objects and toys, such as shells and beach pebbles, children's toy models, small household objects, foreign coins, or odds and ends you might have sitting in a drawer.

1. Invite the participants to work in groups of three. Each member of the group will take a turn as *speaker*, *listener*, and *observer*.

2. Ask all the participants to select an object that they think best represents the qualities they have as a facilitator. If it is helpful, give the participants a theoretical example. For example, someone might choose a key because they see themselves as being able to unlock some doors but not others. The key can also be a symbol of authority, signify a way out, or represent something that allows them to shut things out. (5 minutes)

3. In their groups of three, ask the speaker to talk about the object he or she has chosen as a representation of the qualities he or she has. It is the task of the listener to listen actively, to paraphrase what the speaker has said, and to show that he or she has understood. If appropriate, the listener can ask facilitative questions to draw out the speaker about the qualities. It is the task of the observer to notice any dynamics between the speaker and the listener. (5 minutes)

4. After the five minutes have elapsed, the listener should be the first to give feedback on what it was like to facilitate. This self-assessment process should look at what the listener felt he or she did well and what, if anything, he or she would improve next time. The speaker should then give feedback on what it felt like to be facilitated, what the quality of attention was like, how empathetic he or she felt the listener was, and other qualities he or she displayed. The observer then adds his or her feedback. Was there anything missed or not said? (5 minutes)

5. Change the roles around so that the listener is now the speaker, the observer is the listener, and the speaker is now the observer. When this round is complete, change again so that everyone has had a turn as speaker, listener, and observer. (approx. 10 minutes per round)

6. Bring the groups back together and facilitate a discussion about the facilitating qualities they believe they possess and the qualities they observed in their small groups. What learning do they draw from this exercise? What skills might they need to develop? Have they made any connections between this brief exercise on facilitation and the interactions they have in their business lives? (10–15 minutes).

Activity 3 Lifelines

Facilitator Notes

This activity helps people look at their past, their present, and their future, focusing on what has happened to them in life, the choices they have made, and the messages they carry around.

Materials: Sheets of flipchart paper and colored markers.

1. Ask participants to each draw a line on the paper that represents their life. At one end of the line, they should mark where they were born, and on the other end, when they expect to die. The line can be any shape and color. Ask people to indicate where they are now on that line.

2. Ask them to mark on the line they have drawn the most significant events that have happened in their lives: deaths, births, celebrations, rites of passage, major changes in health, and so on.

3. Ask them to answer the following questions about the events:

- What made them significant?
- Were they peak experiences or trough experiences?
- What did they learn from them?
- Which if any of these events did they choose to make happen? (10 minutes)

4. In pairs, ask people to talk about their lifelines:

- Why did they draw the line the way they did?
- Are there any surprises?
- Do any patterns emerge?
- What about the future? Where does the line go? (20 minutes)

Remind people that there are no right or wrong answers here. The exercise is simply a way of helping them learn more about themselves.

5. Discuss any general insights with the team or group. Remind participants that the journey to selfawareness is a continuous one and is directly related to successful facilitation. (10–15 minutes)

Activity 4 Four-Way Meetings

Facilitator Notes

The goal of this activity is to give people the opportunity to share some basic and personal information when they first meet. It is usually a very popular exercise because participants get a better sense of one another when they can communicate who they are rather than just what they do.

1. Explain that this is an introductory exercise that breaks the ice at all levels. Each participant must introduce him- or herself at all levels: mind, body, emotions, and belief.

2. (Focusing on the *mind*) Ask the participants to find a partner and take three minutes to tell that partner about their background, their education, their job, and their interests. It is the partner's task to listen actively and try to get a real sense of who that person is and what keeps them occupied and interested on a day-to-day basis. (total of 6 minutes)

3. (Focusing on the *body*) With a different partner, each participant then speaks for three minutes about their physical health. What has their physical life been like in the past and up to today? Have they had major illnesses or accidents? Do they like sports and exercise? What do they do to keep themselves healthy?

What is their diet like? Again, it is the partner's task to listen actively and to get a sense of who that person is and what their physical reality is like. (total of 6 minutes)

4. (Focusing on the *emotions*) With a different partner, participants take 3 minutes to speak about their emotional life (about their family and those relationships that mean most to them). What does friendship mean to the participant, and how do they keep such friendships going? The partner's role is to listen actively and to try to get a sense of the speaker's emotional life. (total of 6 minutes)

5. (Focusing on *beliefs*) Each person speaks for three minutes with a different partner about what it is that gives them a sense of meaning in life—things like world view, their creative expression, and their spiritual beliefs. It is the listener's task just to pay attention and to try to understand what is important to the speaker—not to engage in debate or judge the speaker. (total of 6 minutes)

6. When the exercise is over, allow people to reflect on and discuss the importance of beginnings. Talk about the importance of people needing to feel that they belong before they are able to contribute to the group. See if anyone on the team has any feedback about the exercise. Has it helped them feel more “present”? What parts of the activity did they find easiest? Which were most difficult? How easy was it for them to listen without their own thoughts intruding? (10–15 minutes)

Note: This exercise can be adapted to the size of the group and the time you have available. For example, if time is short or the group is large, have people change partners frequently.

It is not necessary for everyone to meet everybody else at every level. The point is for people to share something of themselves at different levels with different members of the team or group.

Activity 5 My Friend in the Chair

Facilitator Notes

This exercise asks participants to open up and talk about themselves. It encourages self-awareness. Take 5 minutes to explain the exercise and demonstrate how it works. Give people 5 minutes to reflect on how they feel and behave at the beginning of a workshop, etc., and write down a few words or phrases about these observations. Allow people to share for 2 to 3 minutes each.

1. Explain to the team or group that this activity requires them to talk about themselves as if they are their own best friend.

2. Demonstrate to the group how this works. Stand up behind your own chair and talk about yourself as though you are still sitting in the chair. For example. . .

This is Anthony. When he first joins a group, Anthony is a little nervous. He often carries books or a newspaper around with him so that if he can't find anyone to talk to, he has something to do. He usually has a cup of tea or coffee in his hands, which is another useful prop. However, Anthony is really quite friendly and he enjoys meeting new people. If you speak to him, you'll see that he'll ask you lots of questions, because he's a good listener and he wants to find out who you are. That makes him feel safer. But remember to ask him questions, or else he'll feel disappointed. Anthony will get agitated if there's too much theory or the talking goes on for too long. He'll ask questions to keep himself awake, but he prefers to get involved in doing things and trying things out. He really enjoys project work. He brings energy to teams and believes that working together is usually far more effective and enjoyable than working alone.

Anthony is married and has two young daughters. He is passionate about soccer and loves walking along a river. He has written a series of articles for his local newspaper about the history of his hometown.

3. If you want to keep this exercise moving, be directive and ask the person on your left to start. If you have a little more time and want to see what emerges, let people choose when they want to speak. See who goes first and who waits until the end, and facilitate

a discussion about what people bring with them that they don't normally show, and how this affects working groups.

Activity 6 Group-Planning Checklist

Facilitator Notes

Use this checklist as a planning guide for groups. Not all the items will be relevant to every group or meeting that you run, but it can serve as a prompt for planning the early stages. Sound planning at this stage provides every group with a solid base and helps you avoid pitfalls.

- *Purpose*: Identify the need for the meeting/group, and make sure you have clear goals and objectives. If any key people need to be there, make sure they are invited.

- *Communication*: Make sure that integral people are clear about the intention of the meeting/group and give them appropriate background information.

- *Contracting*: Share the goals and objectives with the group at the outset so that everybody is clear about the agenda.

- *Confidentiality*: Agree on what happens to the results of the meeting and who the feedback should go to.

You may need to work out a contract regarding confidentiality.

- *Contingency*: Think how you would deal with the very thing you hope you never come across as a facilitator. What will you do when your nightmare scenario begins to present itself in your group? Have a contingency plan.

- *Diversity*: Think about how you will handle diversity issues in the meeting or group. Be sure you are unbiased and are fair to all represented there.

- *Structuring*: Plan how you will address different styles of learning within the group. Some groups or meetings will be more discussion-based, while others will call for a variety of techniques and skills so that you get the most out of the group.

- *Leadership style:* What style of leadership is most appropriate for this group or meeting? Do you need to be authoritarian? Cooperative? Or encouraging of group autonomy?

- *Practicalities:*

- Is the room booked?
- Who has to be contacted in an emergency?
- Do other users of the building need to know that about the program?
- Is a greeter necessary?
- Where is the fire exit?
- Are all the materials and facilities you might need available?

Activity 7 Collaboration Checklist

Facilitator Notes

From time to time, you may be asked to work with other people in a training or managerial capacity. If that is the case, plan in advance how you will work together. There will be inevitable differences in what you know and the approach you take, so be clear about the following:

- Who will do what (introductions, ground rules, agenda setting, leading the discussion, and so on).
- Who will organize the resources in the room (OHP, room booking, and so on).
- What role each person will play to make a clear contribution to the running of the event. (If one person dominates, the other might end up feeling like the magician's assistant with nothing much to do.)
- How you will deal with conflict between yourselves, and what you will do if participants get into conflict.
- What you expect from the group. For example, if the meeting is about finding out people's views on something, then discuss your own views of the situation beforehand. This will help you know

where you are both coming from when you are in front of the group. If you have differing views and values, make sure you know what these are and how much you are willing to share with the group.

- How you can support each other. (There will be behavior that one of you finds easier to deal with than the other; agree on who will deal with what.)

- How you will manage any good cop, bad cop attitudes.

- Perceived weaknesses and perceived strengths as facilitators. Discuss this together so that you can be flexible and supportive of each other.

- Ways of not becoming competitive with each other in front of the group. Consider clearly negotiating goals and roles in advance.

Activity 8 I notice, I imagine, I feel

Facilitator Notes

This activity can be used in a number of ways. It is designed to help training managers and facilitators pay detailed attention to another person to help them become aware of the signals they pick up subconsciously that they might be able to use.

This activity is also an intervention in its own right. The timing is essential here, but it can, for example, be used with a team or group where trust is an issue or where you are looking for a structure to help highlight issues of diversity.

1. Ask participants to pair up. Explain that the objective is for them to sit or stand opposite their partner and make three statements (I notice, I imagine, I feel) to each other, based on their observations. A partner might go first and say, “I notice the lines around your eyes. I imagine you’ve been working hard recently, and I feel concerned about your health.” (3–4 minutes per pair) Encourage people to take their time, check that their feelings are really feelings, and be sure that what they’ve imagined is true for the other person.

2. After both partners have swapped observations, they then find another partner until everyone in the team or group has been observed and has made observations about everyone else. (3–4 minutes per pair)

3. Facilitate a group discussion on what people experienced and observed: whether their observations were accurate; how it made them feel to be observed with such attention; what it made them feel about other people; whether there were any common themes that came up; and what blocks (if any) they experienced. (10–15 minutes)

Activity 9 Self-Disclosure

Facilitator Notes

This activity helps build trust within the team or group, and helps establish that appreciation, recognition, and valuing of others is not only important within the team, but is essential if you want to empower others.

1. Ask participants to think of one of the following situations:

a) a mistake they have made at work that they feel uncomfortable talking about (this could be a mistake from the past or one made recently)

b) something they value from their personal life that impacts on their work life but that they find difficult to talk about (5 minutes)

2. Ask participants to pair up and take 15 minutes each to talk about the situation. It is their partner's task to facilitate the discussion and to demonstrate this valuing dimension by:

- affirming the person and their experience;
- appreciating and valuing the person's qualities;
- being genuine;
- respecting the rights and feelings of the person;
- celebrating with that person, if appropriate, how they are dealing with the issue;
- giving them their complete attention - being intense, alert, and supportive - and paying silent

attention to the other.

3. Bring the discussion back to the large group and ask for feedback. Try to draw out the cultural issues that prevent valuing within the organizational culture. Highlight unhelpful feelings (anxieties, for example) and attitudes. Consider what might need to happen to change the situation. (10–15 minutes)

Activity 10 Speechless

Facilitator Notes

This activity helps people explore what it might be like to bring more of themselves into potentially charged situations. It also helps people see how much censoring they do of their own behavior and speech and what they think about the management of feelings in the workplace.

1. Provide participants with several sheets of paper and a pen.
2. Invite participants or team members to take 2 or 3 minutes to consider one situation in which they were involved where the management of emotions was an issue. If people can't think of a personal situation, a situation they have observed or even one from a film can be used instead. (3–4 minutes)
3. Ask each participant to write the following:
 - a “headline” about what they learned from this situation
 - one short paragraph about their strategy in the situation (what they actually did) (5 minutes)
4. Now ask participants to take a new sheet and divide it into two columns, and use the left-hand column to write a description of what happened. This should be written in the present tense and should take no more than two sides of the paper. (15 minutes)
5. In the right-hand column, ask participants to write what they didn't say but thought or felt at the time (and didn't reveal). (15 minutes)
6. In small groups of 3 or 4, ask participants to share their case studies (20 minutes each). Those listening should ask questions that will help the speaker explore what their feelings were and what

stopped them from sharing them at the time. Additionally, the small group can consider how different the situation might have been if those thoughts and feelings had been shared.

Note: Look for opportunities to focus in on the emotions participants find difficult to share. It can sometimes be useful for two members of the group to role-play a scenario for this. The person whose issue it is can observe and then indicate what emotions they found especially difficult to deal with.

Activity 11 Like the Plague

Facilitator Notes

We all face situations that we don't like or would rather avoid. This activity helps us share our feelings about such situations. The intent here is to help a group or team recognize that such feelings are normal and that sharing them helps us confront them. However, it also highlights the strengths and weaknesses colleagues don't always share from which we can learn.

1. Ask participants to consider two or three work situations that make them feel uncomfortable. Examples include saying no to your manager, asking for help or guidance, and working on a team where nobody knows what to say or do. (5–10 minutes)

2. Now ask people to form small groups and share their dislikes. They should write these on a piece of flipchart paper so that the whole team or group can see what situations individuals might avoid. (15 minutes)

3. Facilitate a whole-group discussion (20–30 minutes) about these difficult situations, and try to get participants to talk about

- what emotions are associated with each situation they listed (don't try to make it better);
- whether or not it is OK/normal to have these feelings;
- how people normally deal with difficult situations (for them) and the consequences;

- whether or not there is anyone in the group or team for whom emotions are not a problem, and what skills or strategies they use to deal with problematic situations.

4. Finally, ask people to pair up with someone who has complementary strengths, if possible, and draw up a strategy of what they might do, think, or feel differently next time, based on what they have shared and learned from each other. (10–15 minutes)

Activity 12 Difficult People

Facilitator Notes

This activity is designed to empower teams or groups, build trust, and find practical strategies for dealing with difficult behavior.

1. Ask participants to list all the behaviors that they find difficult to deal with in groups or meetings. Divide the group into small groups of three or four and have each group choose one of the behaviors listed and do the following:

- a. Discuss that behavior, providing real or hypothetical examples of how it manifests itself.

- b. Explore strategies for challenging that behavior.

- c. Consider what the consequences of that challenge might be, positive and negative. (20 minutes)

2. Ask the small groups to present their findings to the whole group. Ask for further input from the other groups if any particular behavior is especially difficult. Trust the resources of the team or group to know what strategies will work. (5–10 minutes per group)

Note: During feedback, share your ideas, but don't feel that you need to provide a "right" answer. This exercise is empowering for groups because they are releasing fears and anxieties and realizing that other people have similar fears. Some people will resist the exercise initially and want the answers from you. Hold your ground and encourage participation. A volunteer can document the findings as a handout for the group.

Activity 13 Conflict Resolution

Facilitator Notes

This is an intervention that deals directly with conflict in a group. The underlying concept in this model is empathy - the ability to put yourself in the shoes of another person and see the world from their perspective.

1. If there is a direct conflict between two team members that is getting in the way of the task at hand, it is best to take some time to try to resolve the conflict. Ask the people concerned if they are prepared to work toward reconciliation. If they agree, have them listen to each other and try to understand both positions.

This intervention can be done with others (the two people sit in the middle and the rest of the group observe as they sit in a circle around them). If they are not prepared to talk in front of the whole group, then offer the group something else to do.

2. Invite the people involved in the conflict to sit opposite each other. Ask the first person to start by taking 5 minutes to talk through the issue as they see it.

Participant A talks without any interruption from B. Participant B then summarizes what he

or she has heard until A is satisfied that B understands the issue from his or her point of view.

(10 minutes)

3. Repeat this process with B talking and A listening and summarizing. (10 minutes)

4. Invite them to physically switch places and each take 5 minutes to talk about the issue as if they were the other person. (10 minutes)

5. When they have each done that, ask them to sit back in their own seats and take turns stating where they are and how they feel about the issue in the light of all they have heard. (10 minutes)

6. Now ask them if they can see any way forward or any solutions to the differences between them. Let each person state their new position, without interruption; they should say what they

are prepared to do differently. If they are still deadlocked, they each need to take a larger perspective. Ask them to consider what they need to do for the sake of the whole team. (15 minutes)

7. To complete the process, ask them to agree on what they are going to share with the group. Gain a commitment from them that they will each honor and from which they will not deviate without consulting each other first. (5–10 minutes)

Activity 14 Feedback Review

Facilitator Notes

This is an exercise to introduce the subject of feedback and to help people assess what skills they already have. This activity can be useful for people who are training to be facilitators, as well as for managers and teams who want to develop clearer methods of communication.

1. Ask the group or team to divide into pairs and to consider the guidelines below. Ask them to choose either the Giving Feedback checklist or the Receiving Feedback checklist and think of a situation where giving feedback or receiving feedback might be useful. (10 minutes)

2. Ask them to describe the situation to their partner and to consider which of the guidelines in the checklist might have priority for the situation they have in mind. Ask them also to assess how these guidelines might make a difference in how they give or receive feedback. What are the traps they normally fall into? (20 minutes)

Feedback is useful for appraisals, project reviews, day-to-day management, disciplinary interviews, group or team situations, training scenarios, coaching, supervision, and meetings.

Feedback Checklists

Giving Feedback

1. Choose an appropriate time and place, and make sure the recipient is ready to hear what you have to say.

2. Maintain communication. Use feedback as an opportunity to listen to what the other person has to say, too.

3. Describe, don't judge: feedback is not the same as criticism. Feedback should be neutral. Describe the facts and let the other person draw their own conclusions.

4. Be specific. "The way you asked John for his suggestions really opened up the discussion" is more useful than "you handled that meeting well."

5. Focus on your reaction to behavior, and try not to blame. "I notice how hard I find it to make my opinion heard" is far better than "You talk so much, I can't get a word in edgewise."

6. Distinguish between the person and their behavior, and avoid commenting on characteristics that can't be changed, such as accent, personality, or appearance.

7. Be constructive. When giving challenging feedback, provide alternative suggestions.

8. Try to offer feedback as close to the event as possible.

9. Care about what you say and how you say it.

10. Check for understanding and reaction.

Receiving Feedback

1. Remember that you don't have to accept feedback—it might not be true. However, bear in mind that it can provide you with useful information from which you can learn.

2. Be open, not defensive. Feedback isn't criticism. Try to make the most of the situation.

3. Listen well and maintain dialogue. Don't react until you are sure what the feedback is. Then reply. If you don't understand the feedback, ask for clarification or a specific example. Seek specific suggestions for doing things differently.

4. When receiving negative feedback that you think is true, accept responsibility for it without denial or apology. Don't beat yourself up for getting things wrong. We all make mistakes, and it's one of the best ways to learn.

5 If the feedback you are given isn't justified, reject it calmly and factually and ask the feedback giver how they arrived at that conclusion.

6. Enjoy giving positive feedback.

Activity 15 Who am I to you?

Facilitator Notes

This exercise can be used to help trainee facilitators and employees learn about the process of selfassessment and how to give and receive feedback. Before you start this exercise, you must make sure that participants understand the principles of giving and receiving feedback.

1. Make sure that people have read up on the principles of giving and receiving feedback, and go over best practices for giving and receiving feedback. (10 minutes)

2. Ask all the participants to prepare to look at how they see themselves. Some of the issues that they might want to consider are self-esteem; how important their "image" is to them; how it has changed; how they are usually perceived; and when they make the most effort with others. (20 minutes)

3. Ask people to form triads (or small groups). Participant A begins by assessing themselves, prompted by Participant B (who acts as the facilitator). Participant C (and any other) acts as the observer. It is important to stress that there are no right or wrongs here and no judging. The person who is speaking must be as honest as possible in his or her self-appraisal. Participant B's task is not to engage in the discussion, but rather to paraphrase what he or she hears, ask open and probing questions, and, where appropriate, prompt for details. (10 minutes)

4. Feedback is given to Participant A by both B and C. It should focus on A's self-appraisal, including what strengths and weaknesses A mentioned, how this self-assessment came across, and how they assess A's image: Is A's self-appraisal one that they

share? This feedback should follow best-practice guidelines and needs to be written down by someone other than Participant A.

Note: For those who are not familiar with the feedback process, one of the proven forms of giving feedback is the “sandwich” technique. In this technique, you start off by providing feedback on what you saw or heard that was a strength. Then you provide feedback on something that you feel could be improved that the participant might not be aware of. Finally, you state again something that you appreciated or enjoyed. (5 minutes)

5. It might be best for Participant A to give B and C a few minutes to reflect on the feedback and sift out what they want to “take on board” and what they don’t. However, if they are unclear about the feedback or want more clarification about particular traits, then allow some time for that, too. (5 minutes)

6. Now Participant A observes, B becomes the speaker, and C facilitates. Repeat the process until all participants have assessed themselves and been given feedback. (15 minutes per person)

7. Bring the whole group back together and see if there were any common themes, specific learnings, and practical difficulties. Consider, too, the applications of feedback. When can feedback be of real benefit?

Examples here are coaching, appraisals, interviews, communication, meetings, and learning situations. Also discuss with the group whether or not it is okay for someone to say that they don’t want feedback. (15 minutes)

Activity 16 Pay Attention

Facilitator Notes

This activity aims to build awareness of the core intervention skills of facilitation. It can be used by the people training to be facilitators or with front-line staff who might need to facilitate meetings with colleagues or clients.

1. Ask the group or team to divide into groups of three. Explain that there will be a speaker (A), a listener (B), and an

observer (C). Remind the team or group about the issues of confidentiality, and ask people to bring current concerns with them because this provides the genuine material that enables people to learn how to facilitate.

2. Ask the As to speak about a real difficulty they have been having with another person. This person might be within the working environment (not necessarily a colleague) or outside of work. If people cannot think of a person with whom they are currently having difficulty, ask them to remember an incident from their past. (5–10 minutes)

3. It is the task of the Bs to demonstrate active listening, to use questions sensitively to open up the issue, and to summarize the key points at appropriate times as A speaks. Instruct the Bs to look at how they contain the situation. How easy is it for them? What signals are coming back from the listener, verbal and nonverbal?

4. It is the task of the Cs to observe the As and the Bs, without interrupting. Instruct the Cs to look for what is and isn't being said and to look for nonverbal communication and emotional content, as well as factual content.

5. After the As have finished speaking, ask the groups to share feedback. For the As, what was their experience of being listened to? What was the quality of the listening like? Did they feel understood?

Did they gain any insights? For the Bs, how easy or difficult was it to listen? What did they notice about their attention? What signals did they pick up? For the Cs, what did they observe in the As and the Bs about the quality of their interaction? (5–10 minutes)

6. Next, rotate the groups so that all participants have the opportunity to be speakers, listeners, and observers. (15 minutes)

7. Ask the team or group to come back together. Explore common insights and draw out examples of times when specific interventions are called for. (10–15 minutes)

8. For more advanced groups or teams, encourage the participants in this exercise to experiment with:

- *Silence.* Ask the As on their own to observe a lengthy silence at one point during their talk and to observe how the Bs respond.
- *Gestures.* Show the Bs how to practice becoming aware of their hand gestures and how to use gestures to accompany their questions and close down the As when their time is at an end.

Activity 17 Little Boxes

Facilitator Notes

This is a pairs activity that will uncover some of the stereotypical beliefs and assumptions that we hold about one another. Use it to introduce people to the subject of diversity.

1. Ask people to pair up and to reflect for a few minutes on the questions below, writing their answers down before sharing their reflections with their partner. (10 minutes)

- Question: What do you think is likely to be your partner's . . .
 - Favorite food?
 - Favorite type of music?
 - Favorite alcoholic drink?
 - Favorite non-alcoholic drink?
 - Favorite vacation destination?
 - Favorite pastime or hobby?
 - Favorite sport?
 - Favorite animal?
 - Ideal job?
 - Least-liked household task?
 - Ideal car?

2. The partner lets them know how accurate their answers are. After sharing their reflections, the pairs have a discussion about any assumptions that were made. For example, “When I first undertook this exercise, my partner assumed that my favorite food would be steak and apple pie, and that I would like rodeos and football. He made these assumptions simply because I am from Texas.” (10 minutes)

3. Invite the pairs to debrief in the whole group, sharing any assumptions they had that turned out to be wrong. (10–15 minutes)

Activity 18 Power Grid

Facilitator Notes

Diversity is not just about obvious differences between people. It can be much more subtle and hidden behind masks, roles, or status. This activity will encourage the group to be more overt about some of the subtle ways individuals try to influence each other and help them to be more aware of how they hide behind the different types of power they perceive themselves as having.

1. Introduce different aspects of power to the group using the grid and explanatory notes below.

(5–10 minutes)

2. Now ask group members to discuss in pairs or threes how they would map themselves onto the grid in terms of the power they feel they have in the group and how they use it. For example, one group member may not have “physical” power, but uses their personal power to advantage in order to obtain the resources. Invite them to bring their examples back to the whole group. It may also be useful to ask the group to look at the different kinds of negative power they employ when the chips are down.

This will give the whole group an insight into understanding that kind of behavior when it occurs. (10–15 minutes)

3. Open up the discussion about diversity. How do we use our differences? Do our differences hamper us?

Or give us an advantage? Which aspects of power in the organization are most in demand? Which are least in demand? (10–15 minutes)

Power Grid Definitions:

- *Personal power* involves how we use our personalities, qualities, charisma, influence, and charm to achieve the task.

- *Physical power* is dependent on our physical presence and how we use our bodies, the space our bodies take up, and how we

hold our frame (for example, in an aggressive stance or a submissive stance). Do we tower over others so that they have to look up to us? Or are we small, and thus feel intimidated a lot of the time?

- *Political power* stems from the resources we have at our disposal in terms of staff, money, skills, techniques, contacts, and so on.

- *Status power* derives from the position we have in the group or organization, and the power that is accorded to us because of that. How do we use it? Are we fair or unfair in the position we occupy? Are we pleased and content, or are we resentful at the position we are in?

- *Professional power* is the information we have—our expertise or knowledge on a topic. Are we willing to share it with others, or do we withhold it as a form of power? Do we gossip and let pieces of information slip every now and then so that people think we have more power than we actually do?

- *Negative power* is usually the resort of the people who feel least powerful in a group or organization. It includes manipulation, sabotage, cynicism, unhelpfulness, and any sort of resistance that undermines people or the task and makes “me” feel as though I had some influence.

Activity 19 What I Want

Facilitator Notes

This activity is focused on the limitations that people feel in negotiations. It also helps a whole group identify the personal “baggage” that they bring to the negotiating table.

1. Invite each participant to reflect on something they could ask of another participant (“I would like Brian to bring doughnuts once in a while” or “I would like Sara to review this handout/appraisal sheet with me to help me understand it”).

Encourage participants to take risks in thinking about what they want, even if they do not believe

they will get an affirmative response. (5 minutes)

2. In front of the whole group, ask participants to take turns stating what it is they want and who they would like to provide it. (5–10 minutes)

3. Once all the requests have been made, have a debriefing session. Participants may be feeling exposed, uncomfortable, needy, or denied. Others may have thought it a very easy exercise. Teasing out the differences in experience for each participant will help group members understand themselves more and understand more about what might get in the way of future negotiations. (10–15 minutes)

Activity 20 It Ain't Easy

Facilitator Notes

Introduce this exercise with a team or a group of trainee facilitators to point out how people's defense strategies come into play when they are discussing sensitive issues in team or group situations. You will need a prize (such as chocolate).

1. Write the following messages on a flipchart:

<i>women have it easy at work</i> treated with kid gloves fewer expectations natural networkers	<i>men have it easy at work</i> higher salaries it's a man's world easier promotion
<i>men have it hard at work</i> work long hours no support a dog-eat-dog world	<i>women have it hard at work</i> home/career balance issues glass ceiling it's a man's world

2. Invite small groups or pairs to form and have each group discuss one of the quadrants of the above chart. Ask each group to extend the list of examples given above and be prepared to represent the view of that quadrant as forcibly as possible. Tell them that the observers/facilitator will evaluate which of the

pairs/groups gives the most convincing perspective and that there will be a prize. (preparation time 10 minutes)

3. Ask one or two participants to sit out and observe group behavior, strategies in getting their points across, the impact they have on others, and what response they get. They should also evaluate which group presented the most convincing view.

4. Set a time limit of 20 minutes, and invite the groups or pairs to argue their case in the whole group. Let the discussion evolve naturally. Tell the group that it's up to them to get their view across in as persuasive a way as possible. As facilitator, your role is to contain the group, keep time, and observe. Let people have the opportunity to vent their opinions, as this is typically an issue that arouses people's feelings.

Make sure you observe all the defensive dynamics that go on (fight, flight, and fleeing group behavior). (20 minutes)

5. At the end of 20 minutes, call a halt and invite the group as a whole to reflect for a moment on what happened and what they noticed. Write on the flipchart any strategies they noticed themselves or others adopting. Then invite the observer(s) to feed back what they saw and who they thought was most persuasive (and how). Add in any of your own observations. Ask the observer(s) if they felt drawn into the discussion. Could they be neutral? Ask them to give the prizes to the most persuasive group—even if they didn't agree with their point of view.

Note: The key lesson here is that we all have strategies. Some are less helpful to the group than

others; but no one is immune. The skill for the facilitator is to be able to recognize the patterns,

challenge them appropriately, and not get drawn in. (15 minutes)

2.4 Tools and Techniques of Kazakhstani Facilitators

Facilitated Sessions Guidelines.

The tone of a group's work in Facilitated sessions is affected by the opening and closing activities. To start a group off well requires setting a positive tone for the Facilitated sessions. Closing the meeting involves leaving the group with a sense of commitment and clarity about what has been decided.

When Facilitated sessions are opened and closed well, that make the group's work satisfying and productive. The opening of the meeting is an important time to establish group norms and to reinforce the idea of the group's work, where every member contributes to the group's output. At the closing is the time to solidify decisions made, clarify action items, and determine ways to make the next meeting even more productive.

When choosing opening or closing activities for a group meeting, first ask yourself some questions about the group and the situation.

- What is likely to be the attitude or spirit of the group?
- What are the strong and weak points of the group?
- What is the group's attitude toward working with a facilitator?
- How well do group members know and respect one another?
- What is the goal(s) of the activities? (What do you want the activities to accomplish?)
- How much time can be used for these activities?
- What are the absolute essentials that must be covered?
- What will be the group's attitude toward and exposure to the topic at hand?
- What difficulties (time, resources, noise, and attendance) might come up?

After you have assessed the situation and the group, you are ready to brainstorm and decide what the flow of the opening or closing activities will be.

Opening a Group's First Facilitated sessions

The opening activities of a group's first Facilitated session are critical in focusing the group, setting a positive tone, and gaining commitment from members to proceed. Here are some typical things that need to happen at most first Facilitated session:

1. Welcome - Welcome to the meeting, to the group;
2. Icebreaker (to introduce people to one another) - Introductions of participants, facilitators, and guests (may be in the form of an icebreaker to relieve tension and draw people into the group);
3. Agreement to objectives and purpose of the meeting - Brief explanation of roles (facilitator, recorder, group leader, members);
4. Individual expectations for the meeting - Agreement on objectives and purpose of the meeting;
5. Explanation of facilitator's role - Agreement on suggested ground rules and a chance for participants to add ground rules of their own;
6. Suggested ground rules and agreement- Individual expectations or desired outcomes for the meeting;
7. Administrative details - Administrative details (ending time, break times, lunch arrangements, location of phones and rest rooms, sign-ups for other activities);
8. Agenda (content and process flow of the meeting) - Flow of the meeting (brief outline of the content and process to be followed).

When gathering each person's expectations for the meeting (Number 4 above), record names and expectations on a flip chart. When everyone has finished, go back through the items quickly and indicate whether the expectation is likely to be met, given the objectives and design of the meeting. At the end of the meeting,

briefly return to the list of expectations, asking each person whether and how his or her expectations were met.

After a brief introduction to the value of having ground rules, along with a few examples, a group can come up with some initial ground rules at its first meeting. After a few meetings, post the ground rules again (some facilitators post these at every meeting) and ask the group to review them. («How are we doing with our ground rules?» «Are we keeping them?» «Do we need to change them or add any new ones?») This gives the group an opportunity to correct some of its bad habits. Instead of finger pointing, it becomes a group effort to identify ways to function better by setting new standards. If the group is only together for one or two days, give the group time to know each other better.

Closing a Group's Ongoing Facilitated Sessions

Closing activities help make sure the results of the Facilitated session are clear and that everyone knows what he or she must do next. Group members also give feedback on the meeting process and plan details of the next meeting. Typically, closing a group Facilitated session involves the following:

- Reading over the written and posted *decisions* that were made during the meeting and checking for understanding and buy-in;
- Reviewing *action items* (who is going to do what by when);
- Acknowledging *items that surfaced for the first time* during the meeting and asking the group how they want to deal with them;
- Making *arrangements for the next meeting*—setting date, time, and place;
- Going around the group to hear *each member's feedback* on the meeting («What went well?» «What could be improved?»); and
- Occasionally, *informal time* and refreshments, giving members a chance to socialize and/or deal informally with work-related issues.

Closing a Group's Last Facilitated Sessions

It is a good idea to have a closing Facilitated session instead of ending the group sessions with verbal or written notice. People will feel better about the group and its work, whether it was finished or not, if they have a chance for a closing meeting. Here are some suggestions for what to accomplish at a final group meeting:

- List any miscellaneous work that must be done;
- Have each group member share what he or she found most rewarding and important about being part of the group;
- Allow time for people to express appreciation to one another and to the group leader and facilitator;
- Offer opportunity for members to exchange phone numbers and addresses;
- Return original documentation and materials to group members;
- Give group members a chance to relate what they learned about group work and what they would do differently next time;
- Present awards, recognition, or gifts to every group member to signify the value of each person's contribution.

Work on Forums

Most often, forum options on MOOCs are the main means of interaction between students and their connection with teachers. Despite their widespread use, some analytical studies show that forum usage is generally low and one-sided [118]. The disadvantage of tutor moderation is that it can close the discussion of the participants. At the same time, peer support forums fail to offer adequate assistance. At the same time, some studies show a relationship between the activity of the forum and the success of completing the course [119-121]. Zhang C. et al. [121, p. 113] stated that instructor interactions with students in the forum matter in promoting student to persist and learn more in the MOOC.

Thus, it makes sense for a facilitator to take the lead in organizing the forum among the participants so that this tool realizes its potential in terms of the academic success of the MOOC participant, as well as helping to develop cognitive and communication skills.

In this type of the work, the main task of the facilitator is to analyze the MOOC material and set the topic of the forum in a way that maximizes the cognitive and communication skills of the participants. Moreover, the facilitator faces an organizational issue: in addition to setting the topic of the forum, it is necessary to prepare an online space for discussion, and set the discussion parameters, i.e. the number of words, the number of comments, the nature of the comments, their content, etc. In most cases, the facilitator is required to keep a record of the activity of the participants.

The difficulty arises in the fact that, when it comes to MOOCs on a third-party resource, the facilitator does not have the opportunity to monitor the forum, track his group of participants and obtain more detailed data about them. In this case, web 2.0 tools may help.

According to the development carried out by the grant project team, work with the form should include the following aspects:

- setting a discussion question based on the topic of the course
- answer to the discussion question by the participants
- mutual meaningful commenting by the participants of each other
- general discussion of the forum results at the online meeting of the participants and the facilitator.

The discussion question should touch upon the subject of the course and be of a complex nature, require the participants to analyze and synthesize the information and skills obtained during the training. In addition to discussing the question, the form may

request the implementation of some practical work, for example, an essay, a mind map, a project, a presentation, or an action plan.

As an example of facilitation work with forum, we will give the following sample, organized to discuss the material studied in the course «Academic English» by University of Queensland (Figure 6.1). The course was chosen as part of tutorials in the subject «English for IELTS», more specifically to develop the students' writing skills. Its relevance is also reinforced by the general tasks of higher education, which include writing term papers and bachelor's thesis.

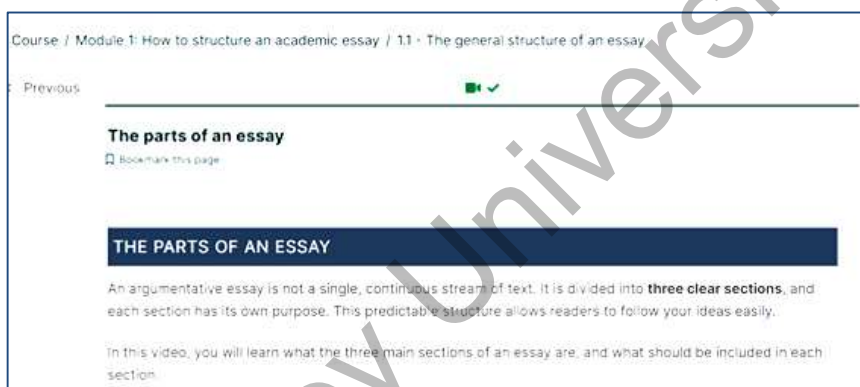


Figure 6.1. edX Course Forum

Web 2.0 tools:

The platform *Padlet* was chosen as the hosting tool for the forum due to its ease of interaction, the ability to leave comments and multimedia applications, and vote for the board posts. Online discussions were held on the Jitsi.com platform at the end of the week devoted to the discussion on the form.

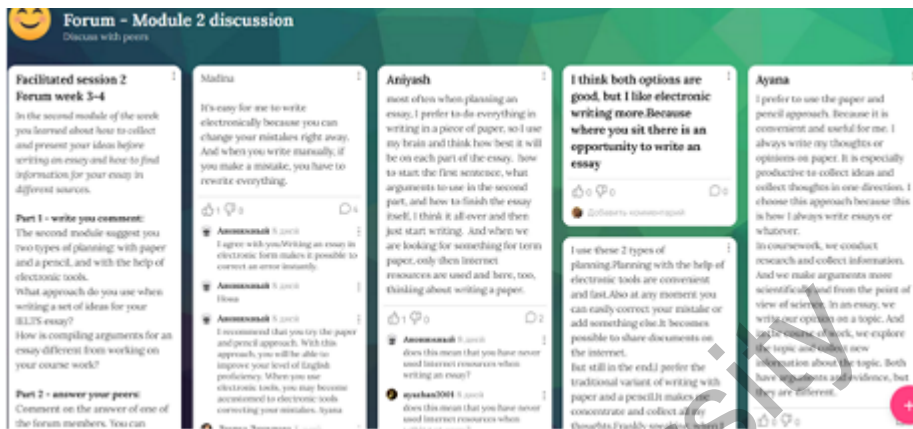


Figure 6.2. Forum for the Second Model of the MOOC

The first comment on the form belongs to the facilitator, who set the discussion topic. Participants had a week to work with the form. Figure 2 represents the form of the second module of the MOOC at edX. The following tasks were posed by the facilitator:

Part 1 - write you comment:

The second module suggests two types of planning, namely with (1) paper and a pencil or (2) electronic tools.

What approach do you use when writing a set of ideas for your IELTS essay?

How is compiling arguments for an essay different from working on your term paper?

Part 2 - answer your peers:

Comment on the answer of one of the forum members. You can either give this person advice or ask a clarifying question.

See you at the session!

Part one involves arguing your position as well as comparing two ways to plan an academic essay. Such a question forces the participants to return to the course material, find parallels

and differences. In addition, this question asks participants to share their own essay writing experiences, which will activate communication skills.

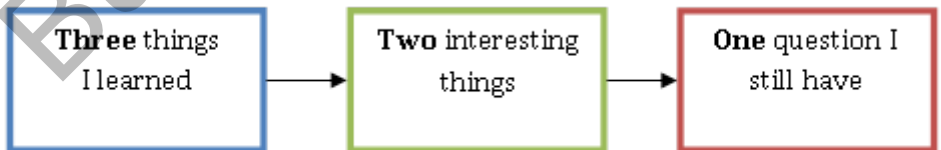
Part two also ensures active communication of the participants. It allows them not only to compare their perceptions with those of other participants, but also to engage in polemics if the views of the participants do not coincide. In this way, connections are established between participants, cognitive skills of analysis and synthesis are used, and free communication is practiced in a meaningful life situation.

At the online facilitation session, the result of the forum discussion is reviewed. Participants have the opportunity in small groups to discuss everything they read on the forum, express their attitude, and come to a common conclusion.

For example, in the case of the questions presented above, the participants clearly understood the importance of personal opinion and good sources for different types of written work and came to the conclusion that a large part prefers to interact with paper and a pen when planning their writing assignment, despite the fact that digital devices are more convenient in terms of editing and carrying anywhere.

Now it is high time to consolidate the information on the facilitation of forums, you should prepare your own question for a discussion.

3–2–1 Comprehension Check



Task 1

1) Study the following playlist:



2) This playlist is presented as a MOOC simulator. Imagine that all these videos are the material of one course. Choose one of the videos according to your birth month. If you were born in January, your video is No. 1. Since the playlist is limited to only eleven videos, those born in December also choose the latest video No. 11.

3) Come up with a discussion question about your video. The question should require participants to apply their communication skills in an extend manner, as well as involve high cognitive skills, such as synthesis, analysis, and evaluation. Formulate the question clearly, so that participants can follow your instructions.

4) Explain how your question develops participants' cognitive skills, how it develops communication skills.

4) Suggest a forum hosting platform and explain Web 2.0 chosen for this exercise.

5) Evaluate the works submitted by two of your peers.

As this task implies a peer review, follow the steps to evaluate the works:

1. Did the classmate provide the task according to the specified playlist?

2. How clear and understandable is the question for the forum?

3. Is the choice of web 2.0 justified for the forum?

4. Is it clear what skills are being developed by the question?

5. To what extent do you agree that the tasks develop these skills?

2.4.1 Facilitated Sessions' Scenario for the Massive Open Online Course «English for Media Literacy»

Below comes our facilitated sessions' scenario for the massive open online course «English for Media Literacy», developed by the instructors of University of Pennsylvania and located on the Coursera platform.

SESSION 1

Project Goals and Activities

By the end of the session, participants will be able to:

- Explain the goals and objectives of the AE4ML KZ project;

- Analyze their opportunities and give examples of embedding ML online course materials into their teaching practice

- Name 5 parts of the project considered for the Certificate of Achievement and Attendance;

- Define format for communicating ideas at the session and after.

The participants introduce themselves. The project facilitator explains the goal and components of the project.

Project Goal: Strengthen Kazakhstan's resilience to disinformation by increasing the media literacy capacity of 600 English language educators who will develop Kazakhstan's next generation of responsible decision-makers.

Project Short-term Objectives: To raise 600 project participants' awareness of media literacy competencies and aspects of diverse media consumption.

To equip 600 in- and pre-service teachers with media literacy skills through training and curriculum implementation

To equip 600 pre- and in-service teachers with strategies and techniques of effective participation in MOOCs (Massive Open Online Courses) to increase the quality of their learning

To upgrade the English language level of 600 project participants through the use of online/ blended learning techniques and training materials to access diverse media sources

Project Long-term Objective: 600 project participants will enable thousands of students in Kazakhstan to think critically about the media and information through embedding media literacy materials at secondary, special and higher education curriculum.

Project Certification Criteria:

Passing the «Advancing English for Media Literacy in Kazakhstan» project with Merit
Certificate of Achievement Criteria
To obtain a Regional English Language Office (RELO) and KazTEA Certificate of Achievement, you must complete more than 70% of the project.
✓complete all the Tasks of 5 Modules ✓make at least one meaningful contribution to all 5 Forum Discussions on the Coursera platform ✓attend at least 5 offline facilitated sessions (out of 8) ✓attend at least 3 American English for Educators events on the Facebook group ✓post or comment at least 4 messages on the MOOC Facilitators Kazakhstan Group on the Facebook page

Passing the «Advancing English for Media Literacy in Kazakhstan» project
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Certificate of Attendance Criteria

To obtain a Regional English Language Office and KazTEA Certificate of Attendance, you must complete more than 50% of the project.

- ✓ complete all the Tasks of 5 Modules
- ✓ make at least one meaningful contribution to 3 Forum Discussions on the Coursera platform
- ✓ attend at least 4 offline facilitated sessions (out of 8)
- ✓ attend at least 1 American English for Educators event on the Facebook group
- ✓ post or comment at least one message on the MOOC Facilitators Kazakhstan Group on the Facebook page

Failing the «Advancing English for Media Literacy in Kazakhstan» project

If you complete less than 50% of the project, you WILL NOT obtain any certificate and will not pass the project.

SESSION 2

Coursera Navigation

By the end of the session, participants will be able to:

- Freely navigate the Coursera platform
- List the basic Coursera standards
- Name rules for acceptable online behavior

Coursera Navigation. Sign-up (first time users).

1. Type the name of the course (English for Media Literacy) in the catalog search.
2. Select the course.
3. Click on the left «Enroll Now» button
 - a) Facebook sign-up OR;

b) Email sign-up.

4. You will receive two emails immediately from Coursera:

a) Email confirmation (you need to confirm your email);

b) Welcome email.

Settings. Course Schedule. Revising the process of application for financial aid.

Discussing Coursera's Honor Code and Code of Conduct, Netiquette rules and tips for discussions. Participants in pairs discuss and name 3 things they like most about the basic Coursera rules and Netiquette.

Questions for group work.



Meeting with Media Literacy Trainer Tatyana Khassanova.

The meeting aimed at providing information on types of media/social media bias and content authentication methods. The participants practiced their analytical and critical thinking skills through interesting tasks.

Final practice task included group work on rewriting the texts of news reports so that they become biased.

Presentation of messages and identification of the form of bias may be used by others in the future.

SESSION 3

Media Literacy

Objectives:

- Raise awareness of the concepts 'Media' and 'Mass media'
- Raise awareness of the grammar form for 'media'

- Raise awareness of methods of information perception
- Raise awareness and practice the use of 'consume' and its derivatives
- Raise awareness of the concept 'literacy'
- Analyze reading strategies to enhance reading subskills (skimming and scanning)
 - Write question for the survey (mingle activity), logically communicate the ideas within the survey analyze the findings
 - Write a report in the form of a social media post (Facebook) on the findings

Procedure:



Brainstorming of the concepts 'Media' and 'Mass media' with the help of Brainstorming of the concepts 'Media' and 'Mass media'

Choose the right version: media is or media are.

Read and find the reason for Media to be plural in the past.

Brainstorm: types and formats of media in the past and these days?

Discussion of different types of media



Media consumption

Name the ways we perceive information today?

Task 1 Work in pairs and discuss the questions. Then briefly tell the class what you have learnt about your partner.

1. How often do you see or hear media messages?
2. Where do we see or hear media messages?
3. What was the last media message you received on your way here?
4. What was the last media message which affected your decision?
5. What was the last media message which proved to be a fake?

Language study:

n. consumption. v: consume

Study collocations of noun and verb according to CorpusLeeds.



Fill in the chart:

noun	verb	adj	noun
plants	consume		water
	consume	fairly large	
	consume		liquid
	consume		

Video:

Pre-watching: Define concepts: Literacy and Media literacy. Answer what Media Literacy is.

Task 1. It is well known that literacy is the ability to read, understand and create in written language. Read the descriptions of people and decide if they are literate.

1. John is 5. He has learnt already all letters of English alphabet.

2. Steve and Ann are pen-friends. Many years ago they started writing letters to each other; today they exchange e-mails.

3. Hugh has been studying Italian for a month. He can say his name and ask for directions.

4. Bridget got to know from her company's annual report that her salary would decrease next year.

5. Olha doesn't want to buy any food in this supermarket. She knows it is expensive here.

As you know from the video Lynn is media literate and

Vanessa is not. What does it mean? How do they consume media messages?

Task 2: Discuss in groups the following questions. Then make a mind-map or a poster illustrating your attitude.

1. How does the discussion in class lead us to the concept of media literacy? What does it include?
2. Is it really important in the modern world? Why?
3. What does it mean to be media literate?
4. How media literate is our society?
5. How media literate are you?

Project: My media list.

Team work:

- 1) Think individually and share with your team a set of questions (4–6 Qs) to find from your partner.

A Type of Media Usage

Strategies s/he uses to analyze the information they see/hear/read.

Question	Me	Partner 1	Partner 2
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- 2) Mingle activity:
 - a) Write down the questions your team has developed into the chart.
 - b) Write notes of your answers to the Qs in the appropriate column.
 - c) Ask two partners minimum and make notes in other two columns.
- 3) Compare and analyze the responses you've gained and write a comment in the Assessment 2 (Week 1) on Coursera.

SESSION 4

Types of Media: Traditional vs Social

Objectives:

- Raise awareness of types and features of traditional media, similarities and differences;

- Raise awareness of social media types, its features and reasons of use;
- Use different structures to compare objects and processes in own contexts;
- Discover the positive and negative aspects of social media;
- Apply brainstorming techniques to outline the main idea of a post;
- Write a comment or a post on a Facebook page about the latest events within current trends in TEFL.

Brainstorm of types and features of traditional media, similarities and differences of them (30 min).

Task 1. Name types of Traditional Media (PollEv).



Task 2. Work in pairs. Analyze these types of traditional media according to three criteria: speed of information, amount of information, audience. (Handout)

	Speed of Info	Amount of Info	Audience
Television and radio			
Newspapers and magazines			
Billboards, newsstand and mail			

Task 3. Discuss in pairs that *COST* appears one thing that all forms of traditional media have in common.

1. Why are traditional media so expensive to create?
2. Who can afford to create an effective traditional media message? How can the cost of such message be covered?

Task 4. Name types of Social Media (PollEv)



Task 5. Work in pairs and discuss what makes this type of media «social». Are these features characteristic to traditional media? Summarize the main differences between traditional and social media. Comment on the connections between two types of media.

User-created content

Two-way communication

On-line social network

Pros and Cons of Social Media (20 min)

Answer the questions about the video. Use the following QR-code to divide the questions:



How can social media be used to support a cause?

What are the usual ways of raising awareness of a cause with the help of traditional media? What are the drawbacks of this way?

How to raise awareness of a cause with the help of social media?

Do you know any causes that worked well? Can you tell about any causes that did not succeed? (Cancellation of the division of the class into two subgroups in English lessons)

Have you or your friends participated in any cause? (Crowdfunding for taking care of homeless animals)

Grammar Focus: *Comparative Adjectives* (20 min)

Review grammar and do the following language tasks:



Language of Social Media

Read the definition of New Media.

Ask participants what words they can associate with the language of new media.

Show the word cloud, check if it has any of teachers' ideas.

Try to explain the meaning of the words that they can see in the picture. (*Participants can use the dictionary if needed.*)

Discussion and writing (25 min)

Browse *Facebook* page *Humans of New York*

Look through the group and choose a story to read quickly

While reading make notes of the most *impressive/surprising facts/language*

Define the features (both visual and linguistic) that make this story look appealing.

Report to your group.

Write a comment to the post with the use of 2–3 comparative structures and the language of New Media.

SESSION 5

Media Literacy

Objectives: By the end of the session trainees will be able to:

- Differentiate and apply features of printed and online ads in their professional life;
- Recognize the techniques that are used to attract attention;
- Practice word order of adjectives and intensifiers (strong adjectives);
- Raise awareness of a Facebook page: AE Live Series for Educators, its features and options;
- Explain the values and points of views it covers that fit in the ethics of online advertising;
- Write 3–5 comments on the ads on AE Live Series for Educators using adjectives and the intensifiers.

Icebreaker. The facilitator distributes the list of participants. Then he/she asks participants to interview each other in order to find commodities, and sets timer for 5 minutes. The more common peculiarities they find the better. After time finishes,

the participants quickly present their findings to the whole group.

What is advertising?

Task 1. Fill in the gaps



1. Creating messages to tell people about a product or service and to convince them to buy it is called ...
2. ... is the message that is created about a product for sale.
3. People who create advertisements are known as ...
4. People who buy products or services are called ...
5. ... is an advertisement played on radio or television?

Task 2. Work in pairs and discuss with your partner.

1. Who needs advertising? What for?
2. Where is it common to see advertisements?
3. What are the new ways to spread a word on your product?
4. What is the goal of any advertisement?
5. How do advertisers get many people to see their ad?

How do Advertisers target Audiences?

Task 1. Work in pairs and answer the questions.

1. What does it mean to target an audience?
2. How can advertisers appeal and reach their audience?
3. What do the consumers need to understand about advertisers' choice of target audience?

Task 2. There are some things the companies should know about their product's target audience. Make a list of important

factors. The following will help you:

**Age sex interests hobbies choice of media living place values
culture beliefs customs**

Project. Work in groups to identify the products or services that might be targeted at these people according to their profiles—their age, the needs and problems, income (StoryboardThat). Each group chooses one profile and presents their ideas to the whole group.

Analyzing Advertisements

Task 1. Work in groups to choose an online advertisement and discuss it according to the following plan. Report the results of your discussion to the class.

1. Who created the message that is being sent? Do you know the name of the company? Is it a well-known one? What product or service is it famous for?

2. What techniques were used to attract my attention? Make a list. Which of them were the most effective?

3. How might other people understand or interpret this message differently from me? Who is the target audience? Who is likely to buy the product or service advertised?

4. What are the main points of view and values of the product's target audience? Which of them were included or omitted from this message? Why? What information was exaggerated or left out?

5. Why was this message sent? Does it aim at informing customers about the product or convincing them to buy it?

Assignment 1: Look at the Facebook page: [American English for Educators](#) and find the following event *Facebook page of American English for Educators*:



- *Explain* the reason of Facebook choice but not the official website of the U.S. Embassy in Astana?

- *Discuss* the target audience for this page? Why ‘Educators’?

- *Discuss* and *write* features of printed and online advertising the poster combines:

- *Discuss* the choice of images:

- *Explain* the choice of these images.

Guiding: Trainees’ attention should be focused at:

- Diversity of resources;

- People of different gender, race, and age groups;

- Information in red box about experts and badges, advertising of the series 14;

- Logo of different organizations – advertising of the institutions and demonstrate reliability and validity of the event;

In groups discuss the techniques that are used to attract your attention:

- Name the date and time for the next series!

- Explain the reason for creating this post!

- Group work: *Participants to leave comments different from ‘Hello!’*

Language work: *Write your comment on the ads. Use adjectives and intensifiers.*

Practice the order of adjectives at WordWall.net:



e.g. potential / direct / consistent link to...
brand / vivid/ related image of ...

Writing Task:

Write a post of the American English for Educators or KazTEA «Professional Development of Kazakhstan English Teachers» Facebook group or any other online outlet analyzes considering the online advertising features and ethics requirements. Trainees are welcome to write their piece of advice on advertising the Facebook group American English for Educators.

Resource:



SESSION 6

Learning outcomes:

- Become familiar with how media is constructed;
- Define the notion «biased» information;
- Name and define 3 types of biased information;

- Explain 2– 3 reasons to present information in a biased way;
- Define vocabulary with its connotation meanings that might present information biased;
- Write a review of information that sounds biased explaining the type of bias.

Procedure:

Organizational moment. Divide participants into groups using randomizer:



Warm – up:

Describe the photos and define your attitude to it. Explain the evidences that create negative or positive attitude to the photo: (Resources: Seth Sinclair).

Left side photos that present information out of the full context.

Right side photos reveal the full context (should be shown after the discussion).

What is Media Bias?

Task 1: Define the notion ‘bias’ and ‘biased message’ (stickers).

Task 2 (optional): Explain sources of information or reasons that might make teachers create biased information about their students.

Review of three types of biased information: by place, by omission and by spin (two additional types: selection of sources

and labelling).

Kahoot for Types of Media Bias. Identify examples of each type of Media Bias.



Language work: *Connotation vs. Denotation*

Task: follow the QR-code below to define collocations with the words in bold and connotation the context implies upon the words:

Triggered by the invasion – s. cause; *Basic commodities* – s. essentials.

(Find new markets within this short time will be) *tough* – s. difficult; (Brought people to) *frustration* – s. be upset, disappointed / dissatisfaction.



The consequences of the military actions in the Ukraine in different sources of information.

Task: Study or browse the website and podcast:

Jigsaw reading: *Work in 2 teams*

Team 1: Voice of America: War in Ukraine Will Worsen Hunger, UN Agency Says.



Look at the photo. Define the reason of posting it under the title.



Comprehension check:

1) Find the number of people and the length of the period the World Food Program can supply food for refugees from the Ukraine at present.

2) Name the reasons that hinder the supply.

3) Name the reason to name the Black Sea basin as the «bread basket».

4) Find the statistics data about the share of wheat that Russia and Ukraine used to produce.

5) Find the % of wheat that Egypt and Lebanon exported from Ukraine and Russia.

6) Answer what other countries became dependent on Russia and Ukraine wheat supply.

Team 2: Situatsiia kriticheskaia: polovina pedagogov strany provalila novye testy [The situation is critical: half of teachers failed new tests].



Post-reading Tasks and article discussion:

Define if the information objective or biased. Support your idea with examples for the article.

Find evidences that make the information sound reliable.

Explain if you would appeal to this center to train for the qualification test. Give 1–2 arguments for or against.

Explain if you agree with the idea that online version is better to test teachers / officers knowledge compared to paper

version.

Explain if the test for English developed in Kazakhstan is valid to test qualification of English FL language teachers, Compare it to Teaching Knowledge Test (Cambridge Assessment Centre)

Brainstorm ideas of applying social media to improve qualification test in Kazakhstan for English FL Language Teachers

Critical thinking and writing / speaking

1) Define if these articles present biased information.

2) Define the type of bias (*by omission – if any information is missed, by place – the position of this information on the website or by spin – if any manipulation is evident and another opinion is imposed*) and explain the reason or evidences of biased information.

3) In pairs or in a group write analysis within 50–70 words by using modals of probability, e.g. might, may, could, can't, must; seems to be, *is likely to be*...

4) Upload your piece of writing onto Google Docs:



5) Roam around, read, and comment on the analysis.

SESSION 7

Objectives: By the end of the session trainees will be able to:

- Name and explain the notion ‘diversity’;

- Define the notions ‘dominant’ and ‘minority groups’;
- Define the ways diversity could be represented in media;
- Define the notion ‘stereotype’;
- Outline the ways stereotypes could be avoided in media;
- Anticipate problems with the concepts like: race / ethnicity; stereotype;
- Substitute negative forms of verbs with structures to negate nouns;
- Apply various linking structures to add, contrast and to show cause and effect.

Vocabulary. Review the key vocabulary terms for the topic by studying the flashcards and then try participants to test them, play the games Scatter and Gravity:



Language work: Study linking words



Using Negatives

Brainstorming: (PollEv)



Task 1: Define the categories *social media diversity* can involve.

Guiding: social media is expected to address different groups of people.

Lead-in:

1) Look at the titles of Tengrinews:



2) Define the audience the pieces of news are targeted at?

3) Define the groups of people whose interests are left out from this media.

Language work:

Task 1: Transform the sentences from verb negation to noun negation or interpret the sentences negating nouns:

Tengrinews.kz doesn't address information that could be of

interest for teenagers.

Local news agencies do not report on the news related to old-aged people.

Single parents can't find information in local news which could help them with both standing up for their rights and bringing up their kids.

Minority groups are not in the limelight of local news agencies.

Possible versions:

There is no information that could be of interest for teenagers.

Old aged people's concerns are of ignorance for local news agencies.

Single parents' needs regarding their rights and bringing up kids are of no interest to local news agencies.

There is little concern in terms of minority groups' interests and needs.

Task 2: Padlet Discussion: Write 2–3 sentences reporting on the overview of local news agencies:



Task 3. Make up strips (one statement could be used twice) and share with each participant. Give a minute to think over. Arrange two lines, participants speak in pairs within 1 min, then rotate.

- 1) How can diversity in media affect the life of people consuming media messages?
- 2) Why is it important for the media to include different

points of view?

3) Why are some points of view left out from the story? What is the message sent by the media not including a particular point of view? How does it affect the information we receive?

4) What happens if media represent people not fairly and accurately? What does it mean - to stereotype people?

5) What characteristics are usually used for stereotyping? Can you give examples of common stereotypes?

6) Why is it important for the media to avoid stereotypes? How can stereotypes in media messages affect the people consuming them? Does it influence the story being told in the message?

7) What can prevent stereotypes from developing? How can media literacy skills save us from false stories and inaccurate messages?

8) How is Different Groups Portrayed?

Group 1 *Race and Ethnicity in the Media*

‘Culture’ vs. ‘Ethnicity’

Culture is the beliefs, customs, arts, language and other aspects of a particular group of people.

Ethnicity comprises similar physical features and culture.

Task 1. Work in a group and discuss the questions. Then briefly tell the group what you have learnt.

1) How do you define the notions of race and ethnicity? What are the main approaches to their definitions?

2) What is culture? What elements of social life does it include? How do we call people who share the same culture?

3) How do the media influence our understanding of race and ethnicity? How can media manipulate our attitude to different races or ethnicities?

4) Do media always fairly group people with a particular characteristic together? Give examples.

5) How can stereotypes cause conflicts or bad feelings between people of different races or ethnicities? Give examples.

Report briefly to other groups about your findings.

Task 2. Work in your group. Browse a source of media. Define any cultural or ethnic groups any piece of information at the following news website:



1) Define:

If the message presents this ethnic group or culture accurately and fairly. Give examples.

Who creates those messages? Who makes benefit of those messages?

What ethnic groups live in Kazakhstan?

Do those ethnic groups have enough opportunities to create their own media messages? Where and how can they tell their own story?

Group 2 Culture in the Media

1) Recall the differences between the notions 'Culture' & 'Ethnicity'.

Task 1: Work in groups and watch the video. Discuss with your partners how far you agree or disagree with the following statements

1) Media cannot influence the way we understand different cultures.

2) Culture includes the way a particular group of people behave and their eating habits.

3) There are many cultural aspects that can be seen or experienced.

4) Among the aspects that cannot be seen are beliefs and

religion.

- 5) There can be several cultures within one country.
- 6) One cultural group can be found in several countries.
- 7) To better understand the culture one should experience living within it and communicating with representatives of this cultural group.
- 8) Idea of a particular culture created and shaped by media is often inaccurate, partially true or even false.
- 9) To look beyond the media means to find ways to learn more about the culture represented in media message.
- 10) The way Kazakhstani are shown in international and foreign media fully reflects the reality.

Report briefly to other groups about your findings.

Task 2: Browse VOA:



- 1) Research how Kazakhstan and Kazakhstanis are seen by people from around the world? What aspects of Kazakhstan culture/ life are famous? What aspects are not known at all?
- 2) What information about Kazakhstan and Kazakhstanis is mostly spread by media? Compare media messages about Kazakhstan created in different countries. How different are those messages? Why? Do the media influence the way the world sees Kazakhstan? Are you satisfied with such portrait of your country? Would you like to change it? How?
- 3) Find some videos or presentations created by Kazakhstan official bodies or individuals advertising Kazakhstan as a tourist destination. What cultural aspects are being highlighted? What

aspects are omitted? Do those media messages create a true idea of our culture?

4) What would you like to tell a foreigner about your country? What would you like to show? What places would you recommend to visit and see? Make a poster and present it in group.

Group 3: Women in the Media

Task 1. Discuss the questions. Be prepared to report to the group.

1) What is the proportion of men and women representation in media?

2) What stereotypes about women are often included in media messages?

3) In what role is a woman usually presented in media in connection to a man?

4) Are men and women described in the same way in most media messages?

5) Does the way men and women are described in media influence us? Does it affect the way we understand what it is like to be a man or a woman?

Report briefly to other groups about your findings.

Task 2. Work in your group. Browse a source of media:



- Define which target audience most of the articles are directed at?
- How are women portrayed in these articles?

- Do people tend to use the same vocabulary? Why? If any sexist language is used in these articles? Find examples if any.
Be prepared to report to the group about your findings.

SESSION 8

Objectives:

By the end of the session trainees will be able to:

- Present their piece of news (written, audio, video, graphic) according to the criteria: 1–3 features of social media are used appropriately; the layout and info–graphics of the post are attractive and communicate with the message;
- Write and present the information objectively enough with appropriate references to the source of information;
- Meets the interest of at least 2 social groups.

Vocabulary and structures are various and used appropriately.

Lead-in

Review the course objectives:

How well can you interpret the information?

Task 1. Look at the image and define the topic/ title of the message?



How Media Literacy unites people worldwide



Task 2. Read the passage and define the words with negative connotation.

Mary is a (easy-going, lazy) babysitter. She is (patient, disinterested), (serious, dour) and (funny, sarcastic). My brother tried to explain this to my parents, but they were (skeptical, suspicious) of his motives and told him that he had better (obey, cooperate with) Mary or he would be in big trouble.

Task 3. Read the title and identify adjectives and their

categories

Singapore Airlines stewardesses walk past a giant lollipop candy display at Changi International Airport in Singapore as Singapore reopened its land and air borders to travelers fully vaccinated against COVID-19.

Self-assessment check-list:

Check if your message agrees with the following:

Statement	Write «Yes» or «No»
I have created the message on my own.	
I use citations or references appropriately clearly stating the source of information.	
I have a clear idea about the target audience of my message.	
My message appeals to readers / listeners' emotions or attitude.	
My message will change the target audience behavior / attitude to the current situation in this field.	
My message will make the target audience think about this situation.	
My message implies 1-3 ideas, values or points of view appropriately.	
These ideas, values are supported with minimum 2 features of social media and communicate with the message appropriately.	
Language (vocabulary and structures) are used appropriately and addresses the interests of minimum 2 social groups.	
My message reflects factual information or opinion with relevant references to original sources.	
My message contains adjectives of minimum 2 categories, structures with negative nouns, modals of probability.	

Project Presentation guidance

1. Participants could send their Google docs link or audio/video files beforehand.

2. Participants can present their projects (max 5 mins) during the session.

3. Before presentation other participants should be guided with criteria for assessment:

Listen / watch and define 1–2 features of social media

- *The content is created by speakers;*
- *Symbols / graphics;*
- *An option to get feedback from readers/ listeners.*

Focus at the layout and info–graphics of the post which are attractive and communicate with the message meaning.

Focus at what extent the information is created objectively, if there are references to the source of information.

Focus at the target audience and define examples of information that could meet 2 or more social groups.

Focus at the vocabulary and structures (adjectives of 2–3 categories, phrases to compare, negating nouns, etc.).

Facilitator: General overview of the presentations and mark at least one good point against each criteria.

Final Course test



English Score level test as home assignment

Feedback to the project

We developed the criteria for the Project participants' performance progress:

	Almaty	Shymkent	Atyrau	Karaganda
Introduction to OTC				
Tasks	1	1	1	1
weight	2,5%	2,5%	2,5%	2,5%
Teaching for Success modules				
Tasks	3	5	5	5
weight	20,0%	20,0%	20,0%	20,0%
Discussion forums				
Tasks	3	5	5	5
weight	22,5%	22,5%	22,5%	22,5%
Live sessions with facilitators				
Tasks	5	5	5	5
weight	15,0%	15,0%	15,0%	15,0%
Webinars by UK trainers				
Tasks	3	5	5	5
weight	15,0%	15,0%	15%	15%
E-portfolio + Reflective Journal				
Tasks	3	5	5	5
weight	25,0%	20,0%	20,0%	20,0%
Special Interest Groups				
Tasks	Optional	5%	5%	5%
weight				
	100,0%	100%	100%	100%

Figure 2.1.1. AE4ML KZ Cohort 4 Teacher Performance Reporting

For now, we can say that the most problematic thing regarding MOOC participants' professional development lies in Forum Task participation. According to our prior statistics, both teachers and students disguise to participate in Forum groups because:

- I would prefer to complete such Forum tasks only during

the seminars but not at my spare time – 62% of project participants;
– I would prefer to write personal emails instead of public Forums’ messages – 25%.

As we can see, both teachers and students still regard MOOCs as something that takes all their free time but concern about their performance and certificates’ achievement.

However, the significance of this study is obvious for the redesign of teachers’ professional development in an online–learning environment by integrating MOOCs into the competency framework and may be useful as a basis for further research. It is evident that connectivism–oriented MOOCs provide participants (in our case, pre– and in–service English teachers) with the opportunity to actively engage with their own teaching and learning experience and their acquisition of knowledge in online and offline education environment. The theory of connectivism is profoundly relevant as a theoretical background against which the effectiveness of MOOCs in teachers’ professional development can be assessed. Professional development through MOOCs requires learners’ self–confidence and the role of a facilitator in this aspect focuses on assisting and guiding the learners during the facilitated sessions to interact with the learning content, the subject matter expert and peers. The function of the facilitator is to persuade and motivate participants to learn, develop and acquire new skill sets through using forum Tasks in MOOCs and share their experience at facilitated sessions.

We will continue to work on the developing Kazakhstani instructors’ connectivism–oriented skills.

2.4.2 Questions for Assessment

1. What are the techniques and processes you use to get the group involved, interacting, and achieving results?

2. If you were going to send those who worked with you to a facilitation class, what are the key topics and techniques you would want them to learn?

3. What are some of the classic mistakes you have seen facilitators make? During those times when you were in the back of the room and someone else was facilitating, what were the things that the facilitator did or didn't do that made you uncomfortable, irritated you, or made you want to jump up and run the session yourself?

4. What are the situations for which you need better techniques? Consider sessions you facilitated where something didn't go as well as you would have liked. What are those areas for which additional tools would make you an even better facilitator?

5. What should you do at the beginning of every agenda item to get the group focused?

6. When significant time has passed since the last session, how do you restart and get the group focused?

7. How do you avoid asking your first question and getting complete silence?

8. How do you give directions that are accurate, clear, and concise?

9. What techniques are there for keeping a group on track?

10. How do you effectively use breakout groups?

11. How do you keep groups focused during report-back sessions following breakout groups?

12. What are the most important activities to do before closing a session?

13. What do you do with the participants' personal objectives identified at the beginning of the session?

14. How do you ensure buy-in and commitment to the decisions made in the meeting?

15. What do you do with the items remaining on the Issues list?

16. What are guidelines for assigning responsibility for the Actions list?

17. What feedback is needed from the team and the sponsor of the meeting?

18. What do you do if it looks as though you are going to exceed the scheduled ending time?

19. How do you slow down a conversation to ensure that everyone is getting the facts?

20. How do you resolve a disagreement that is based on different values or experiences?

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6.3 Class Observation Form

Facilitator _____ Course _____

No. of Students _____ Observer _____

Date _____ Time _____

Topic (s) covered

1. Classroom Environment: Smart Board _____,

Web 2.0 tools _____,

Other _____

2. Instructions: Please circle one number. Rating scale: **4 – excellent, 3 – good, 2 – fair, 1 – poor**

Onsite component of the Course	
Characteristic	Comments
Interaction: (questioning strategy, probing for understanding, involves all students, thought-provoking) <div style="text-align: center;">4 3 2 1</div>	
Presentation: (organization, clarity, summarizes development of theories and concepts, reference to prior and future weeks' topics, concrete examples) <div style="text-align: center;">4 3 2 1</div>	
Homework Review: (proactive or reactive, teaching vs. answer-giving, calls on students) <div style="text-align: center;">4 3 2 1</div>	
Classroom Management: (in control, use of board and other	

audio-visual, comfortable pace, handles students questions well) 4 3 2 1	
Vitality: (energy, enthusiasm, movement, volume, eye contact, humor, connectedness, etc.) 4 3 2 1	
Student Participation: (interactive, active vs. passive, interested vs. bored, volunteer, prepared, enthusiastic) 4 3 2 1	
Professionalism: (appearance, respect for students, fair, role- model, responsive, degree of preparedness) 4 3 2 1	
Practical Linkages: (relevant examples, practical insights, appropriate applications, international with other functional areas) 4 3 2 1	
Rigor: (appropriate level of rigor, focus on how and why, focus on understanding, decision-making, implications, problems, and analysis) 4 3 2 1	
Online Component of Course	
Online Component: (threaded discussion forums, web research, report posting in document sharing, etc.) 4 3 2 1	

<p>Discussion Topics: (uses broad-based questions that generate good discussion, including follow-up questions, rather than discrete answers)</p> <p>4 3 2 1</p>	
<p>Feedback: (timely, encouraging and supportive, responds to questions asked)</p> <p>4 3 2 1</p>	
<p>Communication Style: (professional, positive, etc.)</p> <p>4 3 2 1</p>	
<p>Course Balance: (appropriate balance between onsite and online activities)</p> <p>4 3 2 1</p>	

Strengths:

Opportunities for Improvement:

Progress Noted from Previous Observations:

Follow-Up:

Overall Class Observation Rating: _____ (i.e.,
3.15..... 4 excellent; 1 poor)

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Conclusion

Today's technologies provide a huge number of digital possibilities for teachers to keep students motivated and engaged in different types of teaching as face to face, remote and blended learning. Teachers change their roles in various learning environments.

Facilitators create interactive experiences and activities that complement lectures and reading. Participants apply information to real-world projects that simulate the kinds of Tasks that the students would encounter in the real world. By leveraging technologies that enable simulations, visualizations of hard-to-see phenomena, interactive environments, and computer-based Tasks, MOOC provides the types of activities in which the students use the knowledge being taught. In other words, participants learn by doing, and not by consuming.

MOOCs are not a silver bullet to the educational challenges of our day. However, they do provide exciting possibilities for delivering information and promoting valuable learning activities to learners worldwide.

The fundamental characteristics of MOOCs are openness, mass character, collaboration, and network nature. Online courses are free and available to everyone who has access to the Internet. At the same time, an arbitrarily large number of students can study the courses. The number of courses one can enroll in is unlimited, and all course content is available for download and distribution. In addition, we can talk about the openness of the courses in relation to the listener, who can independently choose MOOCs and plan his schedule of classes.

MOOCs are a phenomenon that should least of all be understood and implemented under the auspices of alternatives to traditional education. Thus, we will impoverish the best traditions of both native and world education. At the same time, embodying

the features of a new format of education, MOOC synthesizes education itself, training, self-learning, and mutual learning. At the same time, the emphasis is on the activity and interest of the listener. Based on this message, when developing MOOCs, facilitators fulfill a number of requirements, where we note the special role of the lecturer in the situation of remoteness and unpredictability of the audience. Equally important is the selection of the course content and following the principle of the dominance of creative Tasks when fixing the material. This allows students to express their attitude to the subject of the course so that there is interest and a desire to exchange opinions, evaluate the work of other students, and generally build work on the principle of social networks.

MOOCs do not imply positive or negative sanctions and provide maximum freedom to the listener in choosing the time, duration, and place of classes. In this regard, we observe that students invent methods of self-motivation and organization of training, as well as seek communities of like-minded people and involve friends and acquaintances in their educational process. Despite the seemingly unpretentious MOOC format (video lectures and tests); students manage to achieve ambitious goals with the help of online education. Some of them are ready to go even further and record their MOOCs for a wide audience.

Since online education has not yet become a mass phenomenon, we turned to social networks to find informants. The selection of informants was carried out according to their personal records on the wall, most often it was a screenshot of the certificate. Because of this, the sample included mainly students with experience in completing the course with certificates.

The online education market is growing every year, and this phenomenon is becoming widespread and gaining recognition from the public. There are more and more new opportunities associated with online education. Online education research is now extremely in demand; however, it is also rapidly becoming obsolete. It is difficult to imagine the research of which aspects of online

education will be in demand in just a couple of years. This phenomenon has a huge potential and power and therefore needs careful reflection.

In our opinion, participation in the creation of MOOCs can become a new professional experience for a teacher as a facilitator, necessary for the formation of new competencies necessary for the implementation of educational Tasks in new conditions, where the idea of self-learning and mutual learning is actualized.

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