

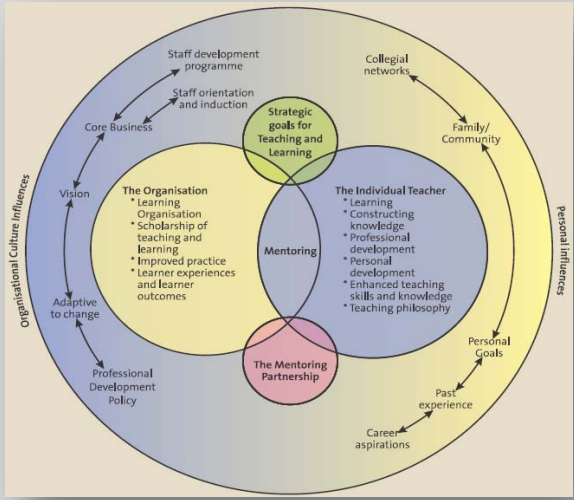
Module #3

MODULE TITLE: Advising, counselling, coaching and mentoring models in adult education

Partner's organization name: Aristotle University of Thessaloniki

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Module Title	ADVISING, COUNSELLING, COACHING AND MENTORING MODELS IN ADULT EDUCATION	
Module relevance to EQF LEVEL	EQF LEVEL 6	
Module Description	Module aims	Structure and content of the module
Module Entry Level	<p>Participants are normally expected to have a good grasp of theoretical aspects of adult education and learning. They are also expected to be active in their field with a minimum of 150 teaching hours in adult education programmes.</p>	
	<p>This module aims to the following:</p> <ol style="list-style-type: none"> 1. Investigate the effects of mentoring in the adult higher education context 2. Discover the determinants of implementing a mentoring system within an adult learning environment 3. Explore how mentoring can transform from a concept to a legitimate practice for supporting adult educators' professional development 	<p>Adult educators learn new teaching methods, techniques, and strategies throughout their careers, but the foundation—how they interact with students, how they reflect on their work, and what types of expectations they set— are often laid in the first few years on the job. In adult education, the role of the mentor is to lay a strong foundation for evidence-based instruction by guiding the beginning teacher in examining his or her own assumptions and instructional practices and in reviewing student data. In addition to the core mentor qualifications described in the module it is also stressed that strong mentors need to have deep listening skills that enable them to understand and focus on what teachers are saying and to use this understanding to help instructors think through their teaching decisions, not just copy techniques. Mentors also need to be able to model evidence-based instruction and articulate the thinking behind the instructional choices they make. More specifically the issues explored in the module are the following:</p> <ol style="list-style-type: none"> 1. Definition, Purpose, Benefits of mentoring 2. Mentoring models: 3. Formal vs informal 4. Expert-novice 5. Peer mentoring 6. Mentoring circles 7. Mentor and mentee selection 8. Who mentors the mentor? 9. Mentoring training 10. Evaluation of mentoring 11. The negative aspects of mentoring

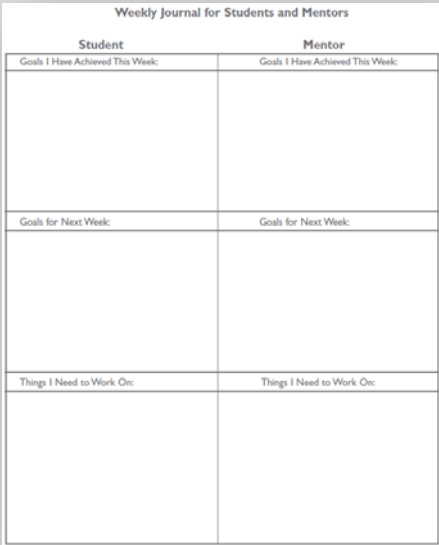
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Module Duration</p>	<p>The suggested duration of the module is 20 teaching hours (1 teaching hour = 45 minutes). The suggested time frame can be organised as follows:</p> <ul style="list-style-type: none"> – 5 hours session will be conducted so that beginning teachers are paired with experienced teachers in the same content area who are equipped to field questions about instruction and program policy and foster their growth and development.. (plus 27 min. of an optional ad-hoc activity) – 5 hours session will set aside regular, dedicated, and sanctioned time for mentors and beginning adult educators to communicate and interact so that supportive relationships can develop and the mentors can monitor beginning adult educators’ professional growth over time (plus 27 min. of an optional ad-hoc activity) – 5 hours session will establish learning communities so that beginning teachers have a network of support through their mentors and other colleagues to share ideas and problem solve with peers who understand classroom challenges (plus 27 min. of an optional ad-hoc activity) – 5 hours session use teaching standards and competencies, such as the <i>Adult Education Teacher Competencies</i>, as benchmarks for performance and evaluation through observation, and <i>LINCS Teacher Induction and Mentoring Brief—2 consultation</i>. This should be conducted regularly to help beginning adult educators make decisions about instruction based on evidence and data rather than in a haphazard fashion. By dedicating time and resources, establishing a support network, and providing structure, mentoring programs can thrive and bolster adult education teaching staff. (plus 27 min. of an optional ad-hoc activity) <p>The time frame may be altered depending on the level of readiness by the participants as well as their previous knowledge of adult learning theories.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Module Optional Supplementary Information</p>	<p>The purpose of mentoring</p> <ul style="list-style-type: none"> • Strategic relevance • Alignment with organisation’s goals for quality teaching & learning • Collective decision & understanding • Definition of mentoring is contextualised • Mentor selection process • Voluntary participation • Creation of a mentor typology • Organisational criteria in place –quality teaching & learning; mentor attributes • Identifying the mentee –new and experienced adult educator <div data-bbox="566 1193 1141 1691" data-label="Diagram">  <p>The diagram illustrates the interconnectedness of organizational and individual factors in mentoring. At the center is 'Mentoring', which is supported by 'The Organisation' (left) and 'The Individual Teacher' (right). 'The Organisation' includes elements like Vision, Core Business, and Adaptive to change. 'The Individual Teacher' includes Learning, Constructing knowledge, Professional development, Personal development, Enhanced teaching skills and knowledge, and Teaching philosophy. 'The Mentoring Partnership' is shown as a bridge between the two. External influences include 'Organisational Culture Influences' (Staff development programme, Staff orientation and induction) and 'Personal Influences' (Collegial networks, Family/Community, Personal Goals, Past experience, Career aspirations). Strategic goals for Teaching and Learning are also shown as a central focus.</p> </div>

Module Learning Objective Title	THE ADULT EDUCATOR'S INDUCTION PATHWAY TO ADVISING COUNSELLING AND MENTORING		
Expected learning outcomes – Knowledge, Skills and Competences	Knowledge	Skills	Competences
	<p>With the completion of this module participants will be in position to:</p> <ol style="list-style-type: none"> 1. Orient themselves to teacher induction and the steps along the <i>Teacher Induction Pathway</i>, supplementing what they learned from reading the <i>Teacher Induction and a Toolkit for Adult Educators</i> brief 2. Form a supportive mentoring relationship 3. Explain about evidence-based instruction 	<p>With the completion of this module participants will be in position to:</p> <ol style="list-style-type: none"> 4. Develop a Professional Learning Plan based on self-assessment and program 5. Synthesize and share what has been learned with peers 6. Assess progress and consider next steps 	<p>With the completion of this module participants will be in position to:</p> <ol style="list-style-type: none"> 7. Reflect on how to integrate the <i>Adult Education Teacher Competencies</i> into their instruction 8. Engage in professional development activities that include classroom observation, lesson planning, review of student data, and reflection on instructional practices
Suggested learning/Instructional Material	Suggested learning and/or instructional material		Alignment to Expected Learning Outcomes
	<ol style="list-style-type: none"> 1. Teacher Induction and Mentoring Brief (Information Brief), available at: http://lincs.ed.gov/publications/te/mentoring.pdf 2. Mentoring Guide for Teacher Induction, available at: http://lincs.ed.gov/publications/te/mentorguide.doc 		<p>Suggested material #1 is selected in order to facilitate learners to achieve the learning outcomes #1, #2 and #3. This brief defines a mentor, describes the impact that a mentor can have, and identifies characteristics of an effective mentor. It is important to keep in mind that the role of the mentor is not supervisory or managerial; rather, mentors guide beginning teachers in reflective practice and provide classroom and teacher observation so the beginning teachers can better implement evidence-based instruction. The mentoring process used within formal induction programs is to create a collaborative learning environment that cultivates problem-solving between the mentor and the beginning teacher. In so doing, mentors can help their colleagues reach their full potential and thereby increase the likelihood of student achievement.</p> <p>Suggested material #2 is selected in order to facilitate learners to achieve the learning outcome #4, #5 and #6. This guide provides direction and support for the mentoring of beginning teachers in adult education. It provides specific guidance and resources to help beginning teachers, with support from mentors, to plan, document, and evaluate professional growth. It also describes effective mentoring strategies, provides tools to guide mentoring activities, and supports the collaboration between mentors and beginning teachers in planning, pursuing, documenting, and evaluating professional growth. It guides beginning teachers and mentors in using the Adult Education Teacher Effectiveness Toolkit. The material suggests that often, when teachers begin their careers, they concentrate on the basics of what they are required to teach. As they become more comfortable with the many facets and demands of teaching, they turn their focus to how to teach most effectively and how the system they are working within operates. With mentoring in place, however, beginning teachers can start their careers and placements addressing both “the what” and “the how,” as they rely on veterans to share best teaching practices and institutional knowledge. In addition to contributing to new teachers’ sense of efficacy and their professional growth, the collegial relationship with the mentor decreases the new teacher’s isolation and helps them navigate the intricacies of organizational and classroom politics. By providing the required time, resources, and leadership needed for quality mentoring within induction, adult education programs can shepherd beginning teachers through the various adjustments and phases of professional growth</p>

	<p>3. New Teacher Center. (2011). High quality mentoring & induction practices. Santa Cruz, CA. Retrieved from http://www.newteachercenter.org/sites/default/files/ntc/main/resources/BRF_HighQualitymentoring%26InductionPractices.pdf</p>	<p>they experience early in their careers.</p> <p>Suggested material #3 is selected in order to facilitate learners to achieve the learning outcome #7 and #8. This material suggests that sometimes the ideal mentoring program design and the local reality do not align— depending on program size or site locations, it is not always possible to pair mentors and beginning teachers who are in the same locale. Or, due to scheduling challenges, it may be hard for the beginning teacher to observe the mentor teacher in the classroom or vice versa. However, there are ways to address these barriers creatively. For example, the mentor and beginning teacher can observe a third teacher together and then compare their opinions. Although lacking some of the shared experience found in the reciprocal observations, this observation structure can provide a collegial analysis in which both mentor and beginning teacher can learn. Using technology is another strategy to address scheduling and distance issues. Both mentors and beginning teachers can record themselves teaching a class, and then the other can critique, provide feedback, and ask questions based on what they observe in the recording. In addition, if mentors and beginning teachers cannot meet face-to-face, they can use videoconferencing software like Skype or iChat to discuss the teachers’ experiences and work in the classroom. Using e-mail and shared electronic drives, mentors can post print, video, and audio resources for the beginning teacher so that information can be shared even when face-to-face meetings are impossible. Mentors and beginning teachers can develop or review lesson plans together, or a mentor can demonstrate how to use a website, all while using screen-sharing software. A beginning teacher can also convert student work to PDF and send it to the mentor so they can discuss errors or areas in which students excelled to determine what could be covered differently and what was successful during instruction. In effect, any electronic tool that can be used in instruction, meeting planning, and communication allows the mentor and beginning teacher to share their thoughts, opinions, advice, resources, and work. Although in-person contact is ideal, relationships, open communication, and resource sharing can flourish at a distance as well.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Suggested repertoire of teaching methods and techniques and suggested educational activities with timeframe</p>	<p style="text-align: center;">Suggested teaching method or technique (to be utilised individually or in combinations)</p>	<p style="text-align: center;">Relevance to learning/instructional material and alignment to Expected Learning Outcomes</p>
	<p>1. Lecture is employed to explain and analyse in more detail historical aspects on theories and approaches to adult learning.</p> <p>2. Group brainstorming is employed to motivate learners respond to issues that relate to the structure and scope of adult learning theories and models as well as to extract ideas regarding critical views on certain adult learning theories and their implication</p>	<p>Lecture is selected as it is compatible to learning material #1 in order to facilitate learners to achieve learning outcomes #1 #2 and #3. Lectures are instructor-centered forms of instruction that often get a bad rap. However, it is important to realize that lectures come in many different forms, some more effective than others. The least effective form of lecture involves an educator reading from notes or the text. Learners quickly lose interest and typically little is learned from the experience. However, dynamic educators often lecture in a more free form manner, including learners and providing humorous or insightful information throughout. The third form of lecture includes multimedia. For example, an art history educator might show images and lecture on individual elements of paintings.</p> <p>Group brainstorming is selected as it is compatible to learning material #2 in order to facilitate learners to achieve learning outcomes #4, #5 and #6. Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking. Therefore, during brainstorming sessions, people</p>

	<p>to practice.</p> <p>3. Small group discussions is employed to assist learners with responding to possible challenges in implicating and applying certain learning theories and models into practice.</p>	<p>should avoid criticizing or rewarding ideas. You're trying to open up possibilities and break down incorrect assumptions about the problem's limits. Judgment and analysis at this stage stunts idea generation and limit creativity. Evaluate ideas at the end of the session – this is the time to explore solutions further, using conventional approaches. You can take advantage of the full experience and creativity of all team members. When one member gets stuck with an idea, another member's creativity and experience can take the idea to the next stage. You can develop ideas in greater depth with group brainstorming than you can with individual brainstorming. Another advantage of group brainstorming is that it helps everyone feel that they've contributed to the solution, and it reminds people that others have creative ideas to offer. It's also fun, so it can be great for team building. Group brainstorming can be risky for individuals. Unusual suggestions may appear to lack value at first sight – this is where you need to chair sessions tightly, so that the group doesn't crush these ideas and stifle creativity. Where possible, participants should come from a wide range of disciplines. This cross-section of experience can make the session more creative. However, don't make the group too big: as with other types of teamwork, groups of five to seven people are usually most effective.</p> <p>Small group discussions is selected as it is compatible to learning material #3 in order to facilitate learners to achieve learning outcomes #7 and #8. This is a more complicated form of discussion. The educator breaks the class up into small groups and provides them with talking points that they must discuss. The educator then walks around the room, checking on the information being shared and ensuring participation by all within the group. An example of when this method of discussion would work well would be when learners have read a novel and are sharing information based on questions posed by the instructor. However, the educator must have a good handle on classroom management to ensure that the discussion groups stay on topic.</p>
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ACTIVITY #1 → Life Journal exercise (27 minutes)

Activity Objectives	1. Comprehend, analyse and report real life goals, needs and objectives affecting daily routine
Additional objectives	<p>Use the suggested template to organise your journal on a weekly basis</p> <div style="text-align: center;">  </div>

Time	Content Focus	Method/Task
10 Minutes	<p>Overview</p> <p>Create a pictorial life journal. Each person creates their own life journal using photographs, pictures from magazines, construction paper, rubber stamps, glue, etc. The journal contains events, people, and memories of their life. The journal then continues into the future. What do you want your future to look like? What photos, pictures, people, or things do you need to make your future?</p>	<ul style="list-style-type: none"> – Worksheet distributed
4 Minutes	<p>Instructions</p> <p>1. Fold a sheet of paper into four parallel segments (as one would to make a paper fan). 2. Together, decide on something to draw, such as a person, dragon, animal, building, etc. 3. One person begins the drawing in the top segment of the folded paper. The other person should not look. Continue a bit of the drawing over the fold that divides the top segment of the paper and the second segment so your partner has something to start with when it's her turn. 4. Fold the segment back so your partner can't see what you drew and then pass her the paper. 5. Without looking, the second person continues the picture based on the only part that is visible. She makes her piece of the picture, again with a small part of it extending over the next fold, folds her part back, and hands the paper back to the original artist. 6. Take turns until each folded segment of the paper has been used and the drawing is complete. 7. Unfold the paper and see what you've created together! 8. Have your mentee write a caption or story about the picture.</p>	<ul style="list-style-type: none"> – Brief orientation – Working individually
10 Minutes	<p>Participation in a brainstorming exercise</p> <ul style="list-style-type: none"> • Form small groups of 4 -6 people • Each group selects one of the following six variables to discuss: <ol style="list-style-type: none"> 1. Life experience (including life altering events that affect cognitive abilities) 2. Work experience (including development of thinking patterns based on this experience) 3. Positive/negative previous adult learning experiences 4. Performance affectors, including cognitive abilities 5. Time between learning interactions 6. Aging factors 	<ul style="list-style-type: none"> – Small group interaction – Brainstorming – Educator facilitates
3 Minutes	<p>Summary and Evaluation</p> <ul style="list-style-type: none"> – Complete session evaluation 	<ul style="list-style-type: none"> – Evaluation form distributed and filled by participants

ACTIVITY #2 → "I'm Going on a Trip" exercise (27 minutes)		
Activity Objectives	1. Understanding life choices and priorities	
Additional objectives		
Time	Content Focus	Method/Task
15 Minutes	<p>Overview</p> <p>Begin with the phrase, I'm going on a trip and I'm going to pack... Each player decides how to finish the sentence. 2. The first player might begin: I'm going on a trip and I'm going to pack a book. 3. The second player repeats the phrase with the first player's item and an item of her own: I'm going on a trip and I'm going to pack a book and a lizard. 4. Continue, with each player repeating all the previous items and adding something to the list until someone makes a mistake.</p>	<ul style="list-style-type: none"> - Create rules for what players can or cannot bring on the trip. For example, items to be packed can only begin with a certain sound; they must rhyme; they must end with a certain sound; or they must have something to do with a particular subject.
7 Minutes	<p>Instructions</p> <ul style="list-style-type: none"> • If the trainee is young and/or has not played this game before, pick a theme with which s/he is familiar, such as politics, sports, or another appropriate category. 	<ul style="list-style-type: none"> - Brief orientation - Working as a panel
5 Minutes	<p>Summary and Evaluation</p> <ul style="list-style-type: none"> - Complete session evaluation 	<ul style="list-style-type: none"> - Evaluation form distributed and filled by participants

ACTIVITY #3 → Building Self-Esteem exercise (27 minutes)		
Activity Objectives	1. Familiarise with the concept of self-esteem and how it works	
Additional objectives	Use the suggested template with the 6 steps to organise the activity around them <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p>1. Self-esteem is a belief in oneself and a belief in one's self-worth. 2. Here are six steps for building your student's self-esteem. 3. Ask your student to think about each step before answering. 4. Use these answers to point out the positive qualities of your student.</p> <p>Step 1: Think of yourself as beautiful and talented just the way you are. You have your own unique qualities that make you your own person. What are your strengths? Have your student write down five strengths.</p> <hr/><hr/><hr/><hr/><hr/><hr/> <p>Step 2: Be responsible for yourself and your decisions. Don't be a follower. List three decisions you need to make on your own.</p> <hr/><hr/><hr/><hr/><hr/><hr/> <p>Step 3: Recognize mistakes as stepping-stones to success. No one is perfect. Don't let a defeat or a mistake cause you to lose faith in yourself. List a mistake that helped you learn or get better.</p> <hr/><hr/><hr/><hr/><hr/><hr/> <p>Step 4: Feeling good about yourself spills over to others. The people you like are probably friendly and fun to be around. Show friends you have an interest in them. List three things you can do to show people you care about them.</p> <hr/><hr/><hr/><hr/><hr/><hr/> <p>Step 5: You will feel better about yourself if you think things through. Make a list of three things you want most to learn or improve upon.</p> <hr/><hr/><hr/><hr/><hr/><hr/> <p>Step 6: Get involved in activities in which you can have success. Join a club or seek friends who are doing something that will make you a better person. List leisure activities that you want to do to improve yourself.</p> <hr/><hr/><hr/><hr/><hr/><hr/> </div>	
Time	Content Focus	Method/Task
5 Minutes	Overview This exercise is a great way to address negative automatic thoughts and self-talk, common problems that people with low self-esteem or mental health issues face. It's not surprising that talking down to yourself will lead to and exacerbate self-esteem problems, but the good news is that it is not an unsolvable problem.	– Worksheet is distributed

15 Minutes	<ul style="list-style-type: none"> • The negative thought table is presented. It includes six columns intended to help you understand where your negative thoughts are coming from and help you challenge each one. <ul style="list-style-type: none"> – Trigger – in this column, you write down what prompted your negative thought. Maybe you noticed a typo in a paper or report you wrote, or caught a glimpse of your reflection when you weren't looking your best. Whatever it was, think back to the moment the negative thought first popped into your head, and write down whatever immediately preceded it. – Negative Thought – in this column, you are prompted to write down the negative thought. This might be difficult to do, but remember that we are about to challenge it. – Associated Emotion – for this column you think about the emotion(s) that arise when saying the negative thought out loud. Whether it's anger, sadness, guilt, disgust, or another emotion entirely, write down whatever feelings are provoked by voicing the negative thought. – Evidence That Does Not Support the Thought – this is where you must think hard about the negative thought and decide how well it truly applies to you. Much of our negative self-talk is guilty of a cognitive distortion like exaggeration, all-or-nothing thinking, or focusing only on the negative. You will likely find that, even if there is a sliver of truth behind the negative thought, the thought is a truth taken to an extreme. – For example, you may have gotten some disappointing feedback from your boss on a report you handed in, but if you're thinking "I'm a failure at everything," you have fallen prey to taking a single incident and overgeneralizing. Instead of giving in to the thought, write down all of the evidence that does not support the thought, like "I graduated from college. I have turned in several reports that my boss had no problems with." – Alternative Thought – this is a very important part of the exercise, in which you reflect on the thought and come up with a replacement thought. This thought should be more in line with the truth, but with a positive message. For example, you could write "I made a mistake, but I will not make it again going forward." – Associated Emotion (Part II) – once you have come up with an alternative thought, say it out loud and write down how it makes you feel. The alternative thought should make you feel more positively than the original negative thought, even if the alternative thought acknowledges that you made a mistake or 	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #00AEEF; color: white;"> <th style="padding: 5px;">Trigger</th> <th style="padding: 5px;">Negative Thought</th> <th style="padding: 5px;">Associated Emotion When Saying Thought Aloud</th> <th style="padding: 5px;">Evidence That Does Not Support The Thought</th> <th style="padding: 5px;">Alternative Thought</th> <th style="padding: 5px;">Associated Emotion When Saying Thought Aloud</th> </tr> </thead> <tbody> <tr><td style="height: 40px;"></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <ul style="list-style-type: none"> – Through identification of negative self talk, a mind clouded with negativity can be trained to view life more objectively, and positively. Use the Negative Self Talk Worksheet to record each negative thought you have about yourself for an entire day, along with how each thought made you feel. Include the trigger - where you were, or what you were doing when you had the negative thought. Immediately challenge each thought by identifying why that thought might not be true. Armed with this evidence, record an alternative thought, say it aloud, and write down how it made you feel. – Educator facilitates. The educator will take into account the wide range of backgrounds of learners. The activity should allow for different levels/types of previous experience with abstract thinking and categorisation. Attention will be paid to individual levels and goals. The instructor's role is as facilitator and expert to present the tasks and assist the learners if mistakes are made or help is requested 	Trigger	Negative Thought	Associated Emotion When Saying Thought Aloud	Evidence That Does Not Support The Thought	Alternative Thought	Associated Emotion When Saying Thought Aloud																								
Trigger	Negative Thought	Associated Emotion When Saying Thought Aloud	Evidence That Does Not Support The Thought	Alternative Thought	Associated Emotion When Saying Thought Aloud																											

	<p>that your current situation is not ideal.</p> <ul style="list-style-type: none"> - This tried-and-true technique will help you or your client to recognize negative thoughts and challenge them on the spot, leading to greater self-esteem and peace with the self. 	
7 Minutes	<p>Reflection</p> <ul style="list-style-type: none"> • Brainstorming on the differences between experiential learning and conventional training and teaching might be represented simply in two columns, one for each approach 	<ul style="list-style-type: none"> - Brainstorming - Educator facilitates.

Evidence requirements	<p>Suggested evidence requirement</p> <p>1. Reflection essay: All participants will produce a reflection essay (max. 1000 words or 3 pages) in order to review individual learning. The theme of the essay could be “What have I learned in this module?” The essay can be handed to the educator at the final meeting or sent by e-mail after the module is completed.</p>	<p>Alignment to Expected Learning Outcomes</p> <p>Reflection essay is aligned to all expected learning outcomes of this module. It can engage learners by having them think about their own learning. It also allows the educator to better assess what and how they are learning. The format of a reflective essay may change slightly depending on who the audience is. For example, writing a reflective essay for a college course and an academic audience will have slight changes in how the essay is organized from writing a reflective essay for a magazine or a collection of essays, which has a broader audience, without people who have necessarily gone to college. However, some major elements go into a typical reflective essay: introduction, body and conclusion.</p>
	Suggested Assessment or Evaluation method/s	<p>Suggested assessment and/or evaluation method</p> <p>1. Classroom response system (Polls/Surveys): Data on learners’ opinions, attitudes, behaviors or confidence in understanding can be gathered either during class (e.g., with a classroom response system) or outside of class. This can illustrate student engagement with the material as well as prior knowledge, misconceptions, and comprehension.</p> <p>2. Checks for Understanding. Pausing every few minutes to see whether learners are following along with the module activity or presentation not only identifies gaps in comprehension, but helps break up lectures (e.g, with Clicker questions) or online lessons (e.g., with embedded quiz questions) into more digestible bites.</p>