

Tutor Manual



Introduction

This manual is intended for tutors who moderate groups in collaborative learning where students use the FROCOLE app. The tutor manual shows you how to

1. Install the FROCOLE app
2. Make a tutor account
3. Select courses where you are the tutor
4. Create groups and assign students to these groups
5. Setup the threshold values for the pedagogical agent

Further information on the FROCOLE app can be found at <http://frocole.ou.nl>.

When using the FROCOLE app, it is important to notice that this app assumes the following three roles:

1. Student. Students are the actual users of the FROCOLE app. They may use the app to regulate their learning through self-regulation, co-regulation, and group regulation. This manual is meant for students.
2. Tutor. The tutor is responsible for setting up groups for each course and assigning students to groups. Also, the tutor is responsible for setting up the feedback criteria and the pedagogical agent. The tutor can monitor each group's progress (not on an individual level). A separate manual for tutors is available on the FROCOLE website: <http://frocole.ou.nl>
3. FROCOLE manager. The FROCOLE manager is responsible for installing the FROCOLE server and initializing the FROCOLE databases. The latter means that the FROCOLE manager will set up courses and assign the tutors to these courses. A separate manual for FROCOLE managers is available from <https://frocole.github.io/>.

Installing the FROCOLE app on your mobile phone

The FROCOLE app is available for free download from Google Play and App Store for respectively the Android and IOS version. You may use the QR codes below in Figure 1. Make sure that you have the latest version by regularly checking the Google Play Store and App Store.



Figure 1 left:
QR code for Google Play Store



Figure 1 right:
QR code for App Store

Making a tutor account.

Note that making a tutor account is completely similar to making a student account. The only thing that you have to do is ask the FROCOLE manager to link your account to the courses you are tutor in so she/he can do the linking. From that moment on, the FROCOLE app assumes that you are a tutor for these courses when you log in with the tutor account.

When you open the FROCOLE app, an animated **opening screen** will appear as shown in Figure 2.



Figure 2

You see at the bottom three icons for <login>, <account>, and <info> respectively. To make an account you have to press the account icon (<account>). The **create account screen** will appear (Figure 3 left).

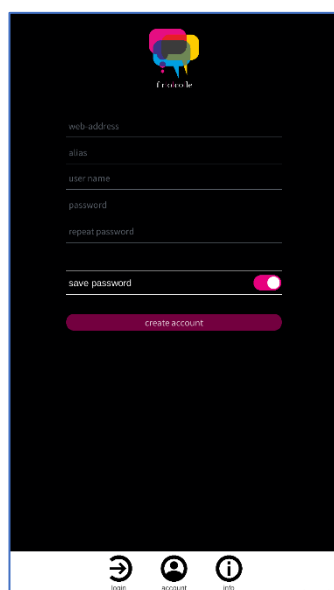


Figure 3 left

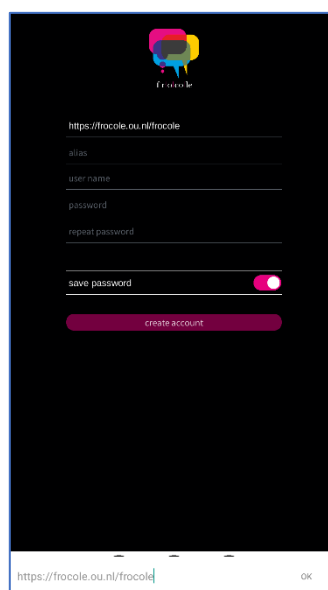


Figure 3 middle

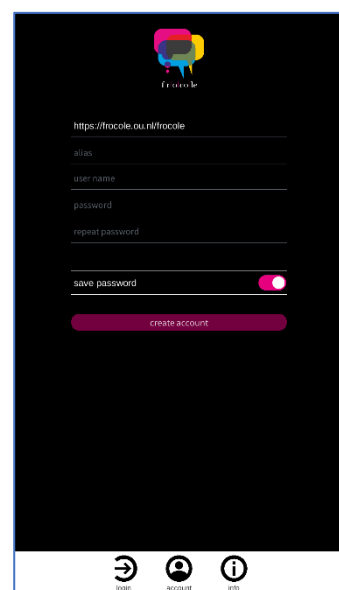


Figure 3 right

In this **create account screen**, you have to enter your login credentials:

1. First, you have to enter a valid web address of the FROCOLE server; press on the field with the greyed text 'web address'. You can enter the web address in the text entering part at the bottom of the screen (Figure 3 middle). Press <OK> after entering the web address. The FROCOLE app will check whether communication with the FROCOLE server can be established. If so, no error message will appear and you can continue with entering other information (Figure 3 right).

Note that we entered the web address of the FROCOLE server that has been setup for distance students at the Open Universiteit of the Netherlands. In your case, you may ask the FROCOLE manager of your institution which web address you should use.

2. The next thing you have to do is entering an alias, which is the name that will be used in the FROCOLE app to show so that other users will know who you are. Because you are a tutor, we have entered as an example alias the name 'tutorFROCOLE' (Figure 4 left).

3. You now have to enter your real name and a password in respective fields.

Note that it is of course possible not to use your real name.

Note further that the FROCOLE server does remember your password but it will use encryption technology that makes it virtually impossible to reconstruct your password.

However, if you forget your password, it means that you will not be able to enter your courses any more. It will not be possible to retrieve your password because no personal data like your email address was requested upon registration. We have designed the FROCOLE system this way to meet the privacy requirements as formulated by the Open Universiteit of the Netherlands (in Dutch: <https://www.ou.nl/persoonsgegevens-disclaimer>). However, the 'save password' option – when opted in – will take care that the FROCOLE app will keep you logged in on your mobile phone as long as you do not log off.

4. When everything is entered correctly, the FROCOLE server will successfully create an account (Figure 4 right).

Note that when you create an account, you still have to log in for a first time – see Figure 4 right where you see the button <login> - before the 'save password' option becomes activated.

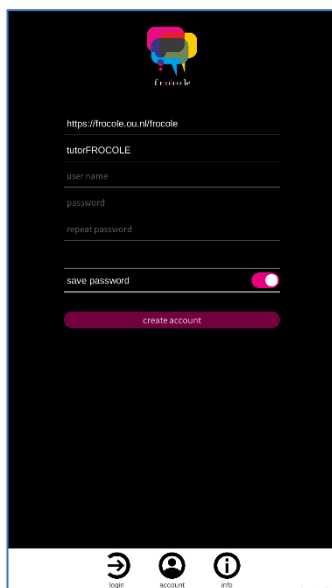


Figure 4 left

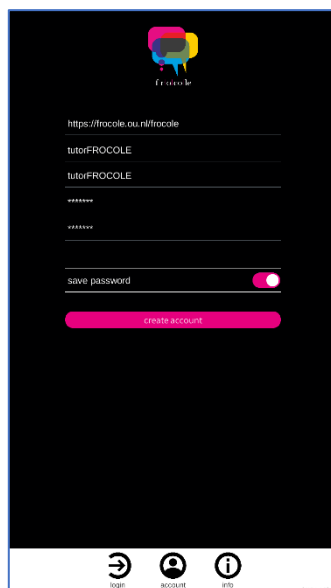


Figure 4 middle

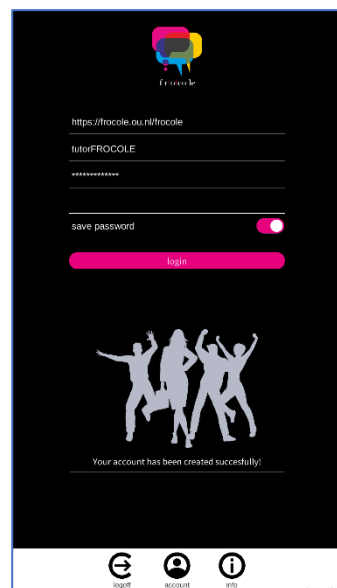


Figure 4 right

Log in into the FROCOLE app.

After you have made a tutor account and have asked the FROCOLE manager to link this account to the courses you are tutoring, you can login into the FROCOLE app as a tutor.

1. Open the **login screen** by pressing on the login icon (<login>) at the bottom of the screen. The **login screen** will appear (Figure 5 left).

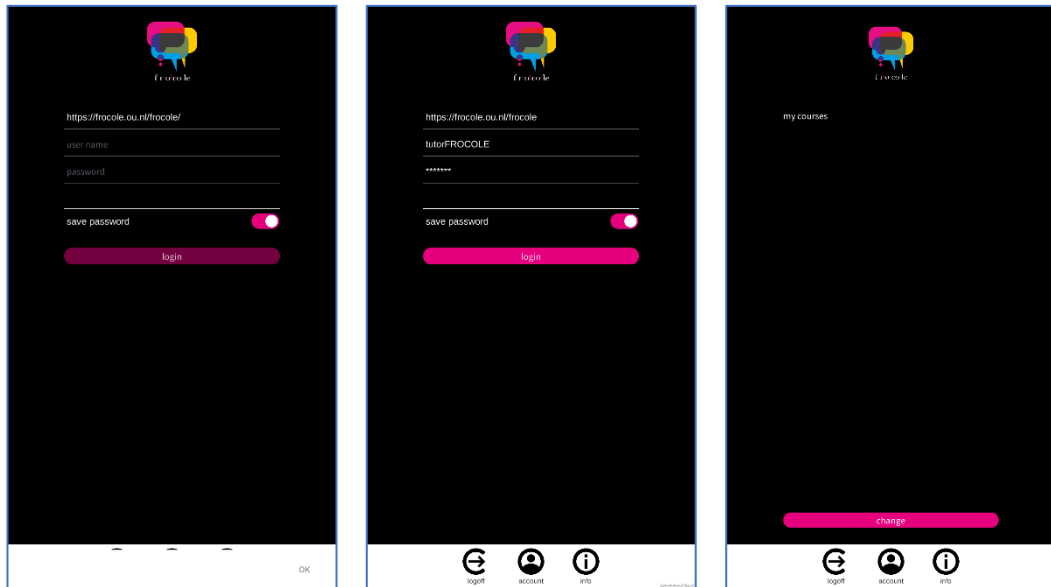


Figure 5 left

Figure 5 middle

Figure 5 right

2. Enter your name and password and then press <login> (Figure 5 middle). Some checking will be done that name and password are known by the FROCOLE server. If everything is ok, you will see the **overview screen of my courses** (Figure 5 right). Note that if it is the first time you log in the FROCOLE app, this overview is empty (as Figure 5 right is showing) and you have to select one or more courses from the list of courses for which you are the tutor. We now show how to do this in the next section.

Preparing

Creating courses and specify the number of indicators and their labels

Before using the FROCOLE app, you have to define names of the courses for which you are a tutor. Per course, you have to specify the number of indicators and their labels for each radar diagram; there is a radar diagram where students can judge the performance of their group mates as well as their own performance. This radar diagram is the **individual performance feedback radar diagram** (IPF-RD). In the second radar diagram students can judge the performance of the group as a whole. That radar diagram is the **group performance feedback radar diagram** (GPF-RD). As a tutor, you should carefully think about which performance indicators to select the IPF-RD and the GPF-RD. In our example, we have decided that the same indicators will be used for IPF-RD and GPF-RD but you may wish to do differently. We decided that the number of indicators is five (the maximum is nine) with labels: affinity, confidence, curiosity, enjoyment, trust, and engagement. After you defined the names of the courses and per course the number of indicators and their labels for both IPF-RD and GPF-RD, you will pass this information to the FROCOLE manager so that she/he can enter this information in the FROCOLE system.

Selecting courses.

Being a tutor, you first have to indicate the courses in the FROCOLE app for which you are the tutor of.

1. First, you have to press on the button <change> in the **overview screen of my courses** (Figure 6 left). A screen will appear which lists all the courses known to the FROCOLE system. Select those courses for which you are the tutor.

Note that if a course is not listed, make sure with the FROCOLE manager will enter the course in the FROCOLE system and that he/she will assign you as a tutor to that course. Note also that you can also select courses for which you are not the tutor; in that case, you will be treated by the FROCOLE system as if you are a student for those courses.



Figure 6 left

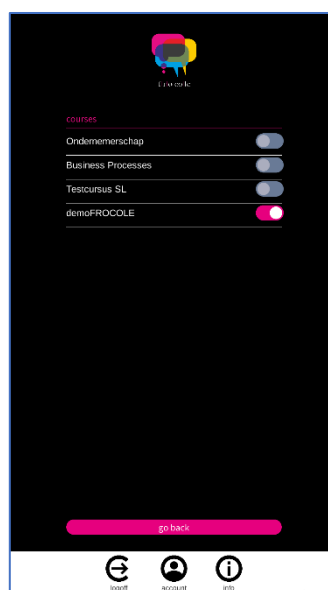


Figure 6 middle

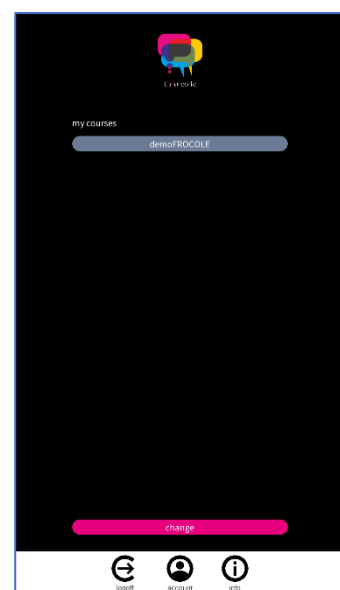


Figure 6 right

2. After you have selected the courses – in our example, the only course we select is the course ‘demoFROCOLE,’ you have to press on the button <go back> to go back to the **overview screen of my courses** (Figure 6, right).
3. Once you have selected some courses, the **overview screen of my courses** shows these courses. To recapitulate: the **overview screen of my courses** has the following interpretation:
 - a. For a number of courses, you are a tutor; you have asked the FROCOLE manager to link your tutor account with these courses. For each of these courses you are able to create groups and assign students to these groups; the procedure will be explained below.
 - b. For the other courses, the FROCOLE manager did not link your tutor account with these courses. In other words, your tutor account will then function as a student account for these courses. As a student you can give feedback on the performance of your group mates and of the group as a whole.

Note that you cannot visually distinguish between courses for which you are a tutor and courses for which you are student.

Creating groups within a course

After you have selected the courses for which you are a tutor, you may create groups for each course and assign students to these groups.

1. Press on the name of the course for which you wish to create groups. In this case, press on the button with the name ‘demoFROCOLE.’
2. When you did not create groups for the course before, you will see an empty screen meaning that no groups have yet been created (Figure 7, left).

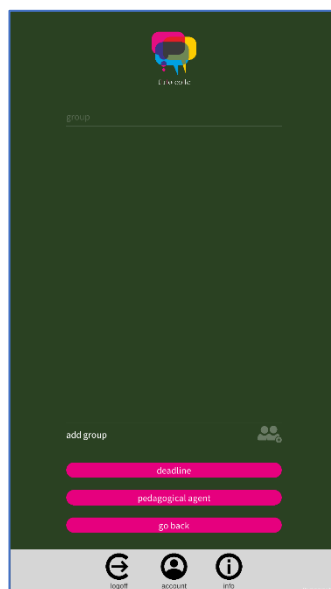


Figure 7 left

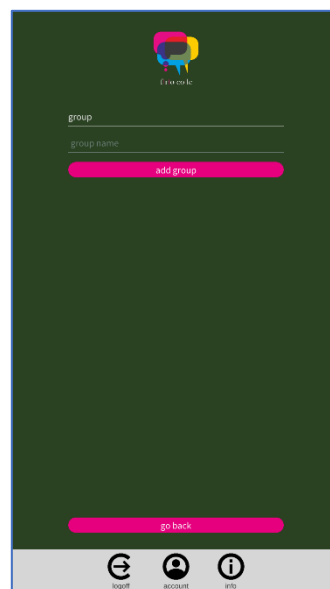


Figure 7 middle

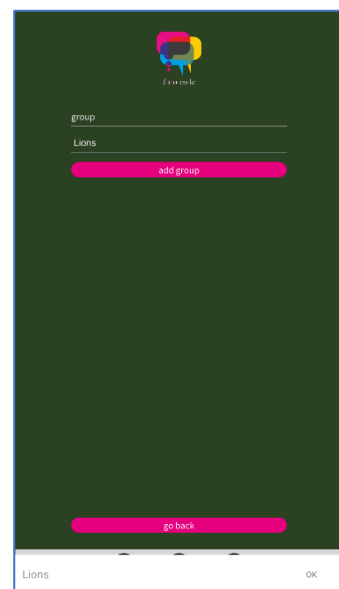



Figure 7 right

3. To create a group, press on the symbol  in the screen shown in Figure 7 left. You will see the screen shown in Figure 7 middle. Here you can enter a group name. In this example the group name is ‘Lions.’

- To confirm the group name, press on the button <add group> (see Figure 7 right). The screen in Figure 8 left will show up; this is the **group overview** screen.

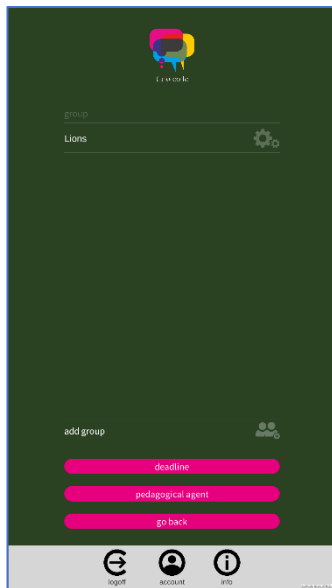


Figure 8 left

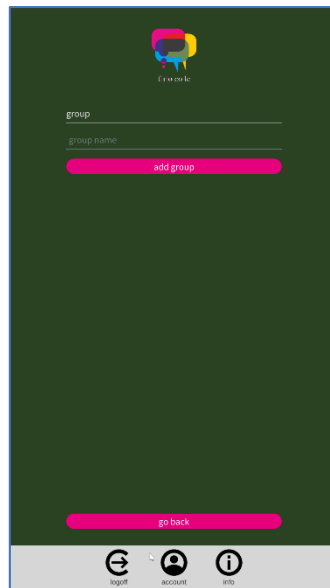


Figure 8 middle

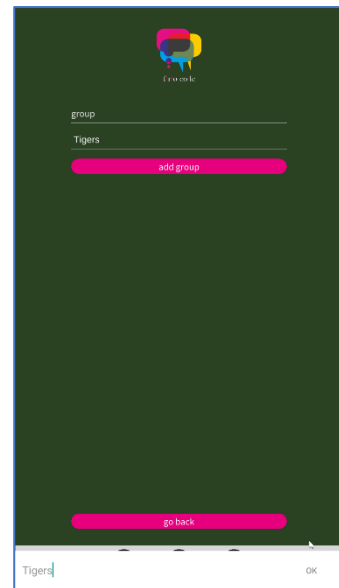



Figure 8 right

- Press once again on the symbol  if you wish to create a next group. The screen shown in Figure 8 middle will then show up. You can enter a second group name. In this example, the name of the second group is 'Tigers.'
- To confirm the second group name, press again on the button <add group>. The screen in Figure 9 will show up. This screen shows an overview of all groups created so far for the selected course. In our case, the 'Lions' and the 'Tigers.'

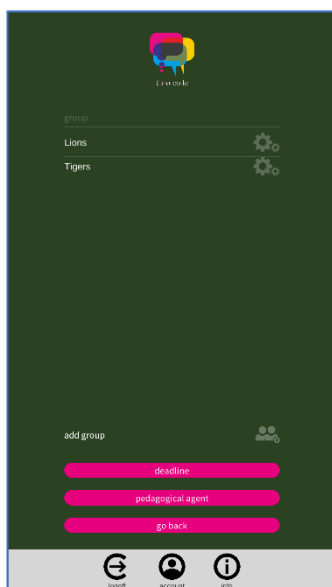


Figure 9

Assigning students to groups

It is assumed that all students have made a student account and have enrolled into your courses. As long as they are not assigned to groups, these students will see the message depicted in Figure 10.

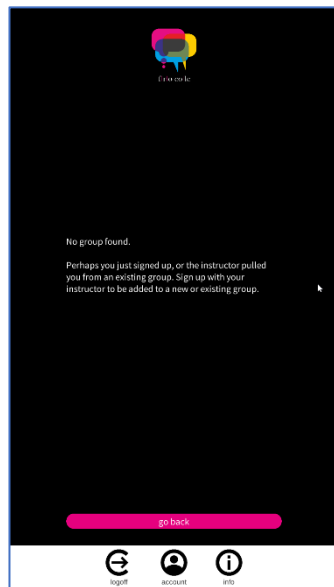


Figure 10


1. In order to assign students to groups, you have to press on the symbol  next to the first group name (Lions) (see Figure 8). You will now see the screen that is shown in Figure 11 left. This screen will show you a list of the students that are enrolled into your course you selected at the beginning.



Figure 11 left

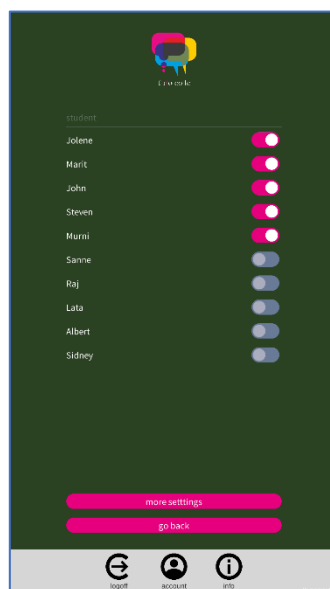


Figure 11 middle

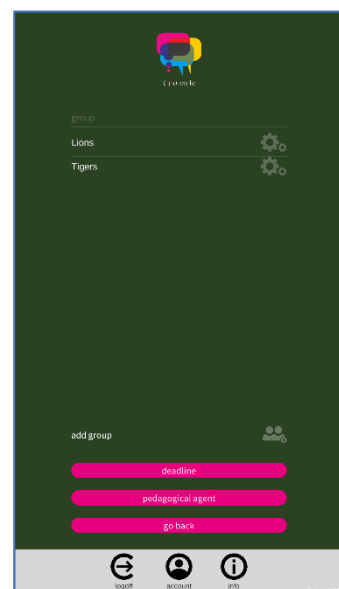



Figure 10 right

2. Now select the students for the group named 'Lions' (Figure 11 middle).
3. Press on the button <go back> to get back to the overview of the groups of the selected course (Figure 11 right).

- Press again on the symbol  next to the second group name (Tigers). You will see the screen shown in Figure 12 left. This screen will show all the students who are not yet assigned to a group.

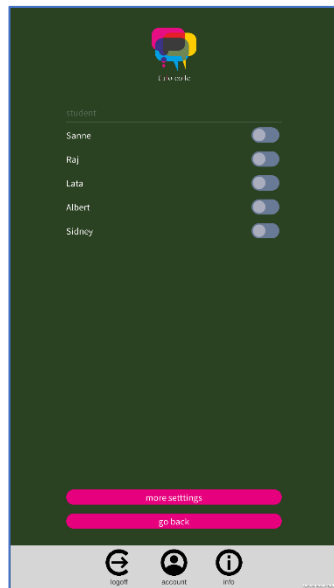


Figure 12 left

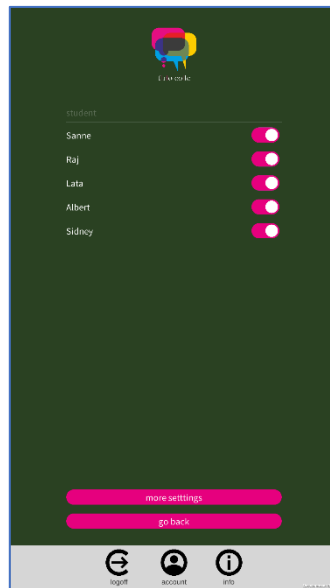


Figure 12 middle

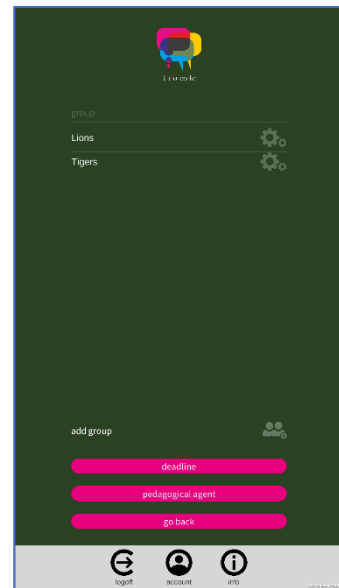


Figure 12 right

- Select from these students for the group named 'Tigers.' In this case, all remaining students are selected (Figure 12 middle).
- Press on the button <go back> to get back to the overview of the groups of the selected course (Figure 12 right).
- Press once more on <go back> to get back to the **overview screen of my courses** (Figure 13).

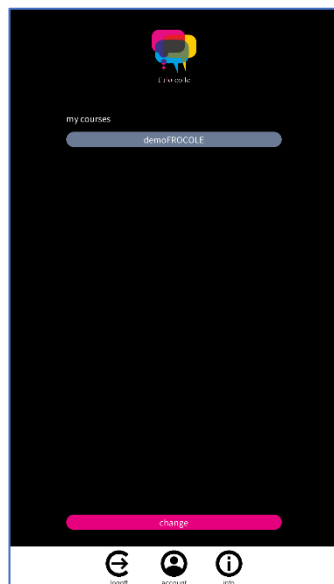


Figure 13

In fact, you are ready now and leave FROCOLE. All assigned students may judge the performance of each individual group mate or judge the performance of the group as a whole.

Students giving feedback

Note: Also consult the student's manual.

Students can log into the FROCOLE app and go to the courses they are enrolled in. For example, after student Murni has logged in (Figure 14 left), she will see a list of courses she is enrolled in. Currently, Murni is only enrolled in the course demoFROCOLE (Figure 14 middle) and this is why it is the only course she can select. Note that if students select a course, they will be automatically directed to the group they belong to but only if you in your role as tutor have assigned them to a group. Otherwise, students will see the message depicted in Figure 10. Murni is a member of the 'Lions' group, so everything she does is related to this group. When giving feedback, students have the possibility to judge their fellow group members and/or themselves (individual feedback) or the group as a whole (group feedback) (Figure 14 right).

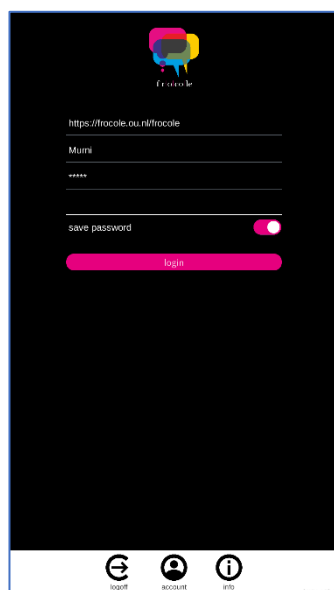


Figure 14 left

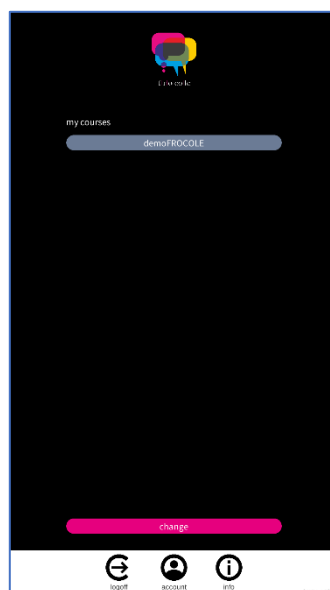


Figure 14 middle

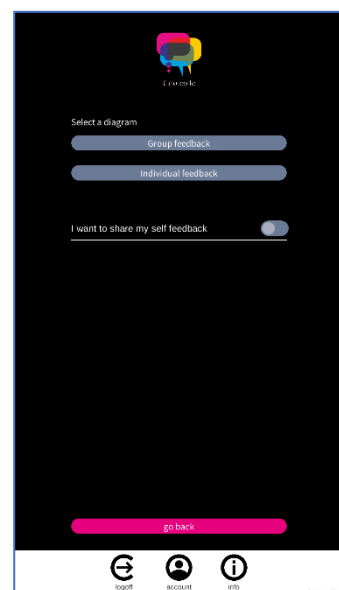


Figure 14 right

If individual feedback is chosen, students will see their fellow group members. That is, Murni will see a list of her fellow group members as shown in Figure 15 left and she may select a fellow member to judge his/her performance. In our example, Murni has chosen to select Marit; Marit has not been judged by any member yet, including Murni herself. Therefore, the radar diagram is empty, which is logical because Murni's judgements are at the moment still missing and, thus, there is no solid line visible, and because the mean of the judgements of the other fellow members of Marit cannot be calculated yet which explains why the opaque area is not there either (Figure 15 middle). Murni may now judge the performance of Marit on each indicator. In the case of Murni, a solid line is drawn and a mean is calculated. Of course, this mean is based only on one judgement (that of Murni); hence the boundary of the opaque area is the same as the solid line that is representing Murni's judgements (Figure 15 right).

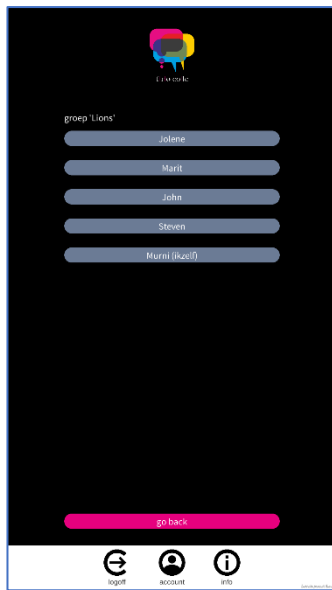


Figure 15 left

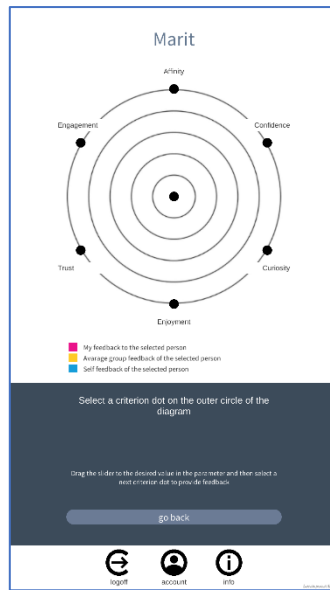


Figure 15 middle

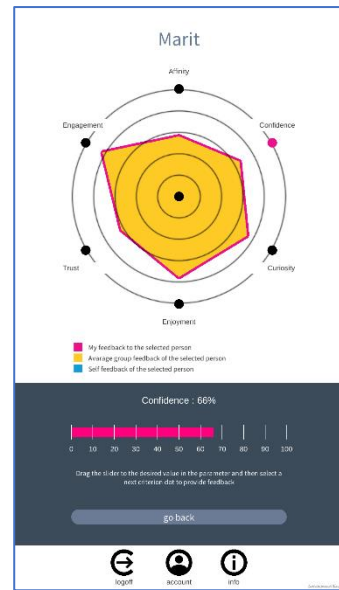


Figure 15 right

The case would be completely different if group members already judged another member of the group. For example, John, in contrast to Marit, was already judged by other members. Then, when Murni selects John (Figure 16 left) the radar diagram would not be empty (Figure 16 middle). Murni may now judge the performance of John on each indicator. A new mean is calculated but this mean is based on more than one judgement including that of Murni. Therefore, this time the boundary of the opaque area is not the same as the solid line that is Murni's judgement (Figure 16 right).

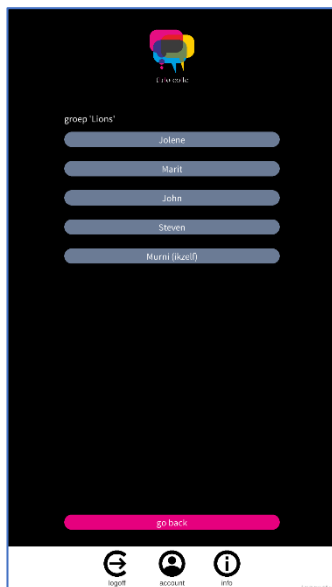


Figure 16 left



Figure 16 middle

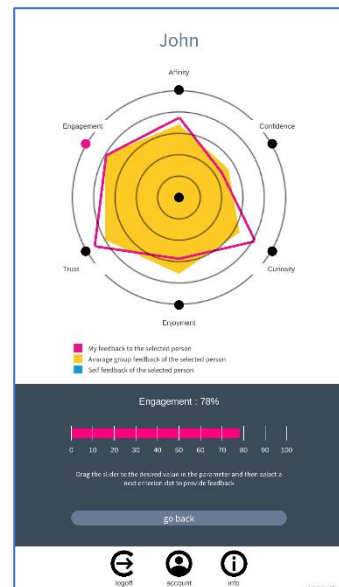


Figure 16 right

If instead of individual feedback group feedback is chosen, students can judge the group as a whole but not the individual fellow members. Murni will, thus, see the radar diagram as depicted in Figure 17 left.

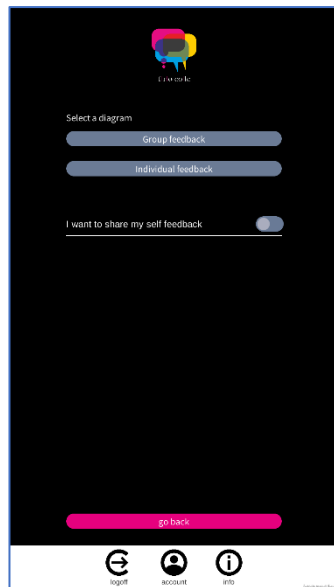


Figure 17 left

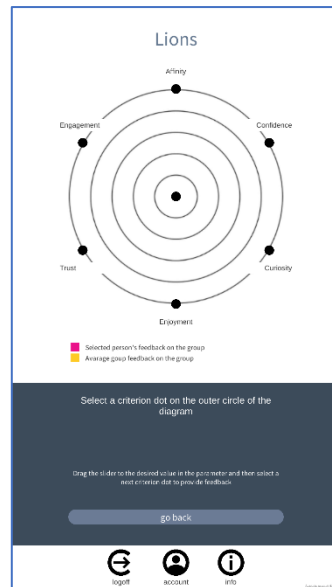


Figure 17 middle

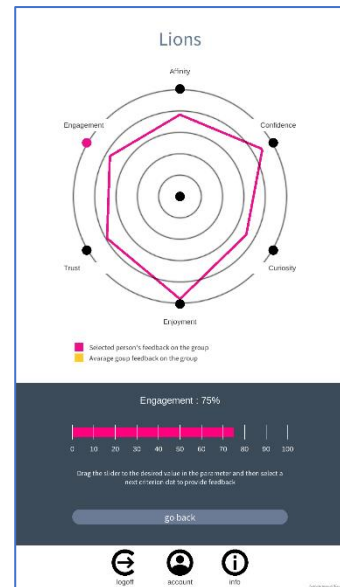


Figure 17 right

Here, the group as a whole has not been judged by any member yet, including Murni herself. Hence the radar diagram is empty; that is, Murni's judgements are still lacking and the mean of the judgements of the fellow members cannot be calculated yet (Figure 17 middle). Murni may now judge the group performance on each indicator (Figure 17 right). Murni will still not see the mean of the judgements; represented by the half opaque area, because the mean is always calculated based on Murni's fellow students. That way, a student (e.g., Murni) can compare her/his judgement with the mean of the judgements of the fellow students.

Pedagogical Agent

In the current version of the FROCOLE app, a tutor can set only one deadline; that is, the time point in which all students are assumed to have judged all their fellow members and the group as a whole. The tutor communicates this deadline to all the students of the course. When the deadline expires, every students of the course will receive messages from the pedagogical agent. These messages pertain whether the student crossed one or more **thresholds** with respect to the indicators of the radar diagrams for individual or group feedback. Crossing a threshold means that the difference between the group member's own judgment and the mean of the judgements of the fellow group members for some indicator is greater than the absolute value of those indicators. Usually, the message that a threshold has been crossed indicates that group members should reflect on why there is a discrepancy between one's own judgment and that of the group.

Setting the deadline

1. Go to the **group overview** screen that lists the groups of your course (Figure 18. Left)
2. Press on the button <deadline> and the **set deadline screen** will show up (Figure 18 middle). You can change the day and the time the pedagogical agent (PA) will show the messages – hereafter referred to as PA-messages – to alert group members on some issues that have to be discussed/reflected on and to indicate the date/time when it is expected that all group members have judged all their fellow members and the group as a whole. If you want to change the day of the deadline, press on the day –Figure 18 middle is showing that the current day is day 6, you have to press on this **6**. A dropdown list will become visible (Figure 18 right). Use your fingers to scroll up or down. For example, de day will now be set to day 21 You have to repeat this for changing month, year, hour and minutes – Figure 19, left, middle, and right.
3. Once you have set the deadline, you have to press on the button <update deadline> to store the deadline in the FROCOLE system.

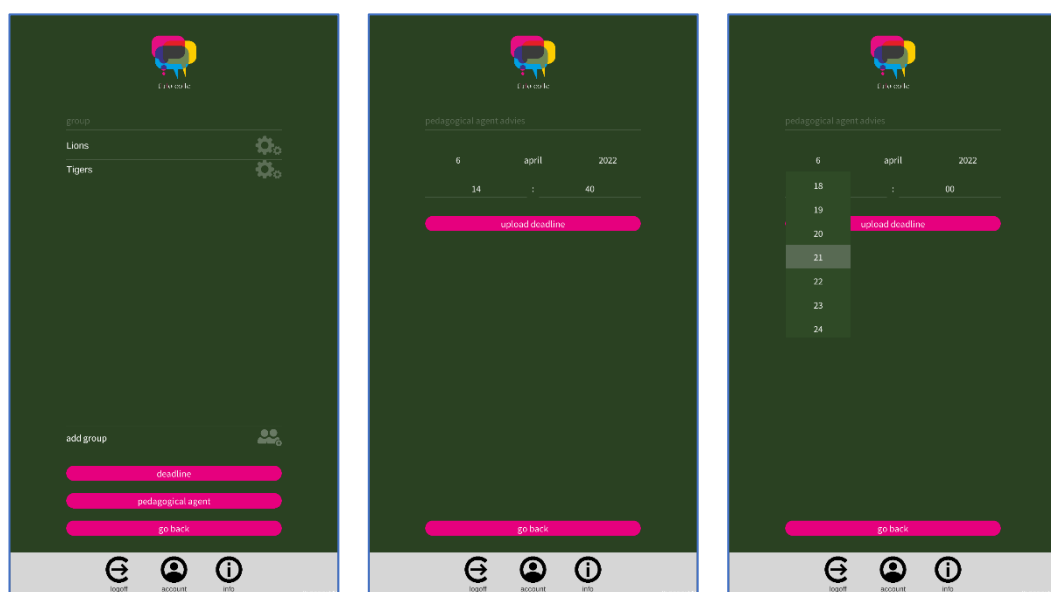


Figure 19 left

Figure 19 middle

Figure 19 right

Setting threshold values and PA-messages

1. Go to screen that lists the groups of your course (Figure 20. Left)
2. Press on the button <pedagogical agent>. The **overview of set thresholds screen** will show up (Figure 20 middle). This **overview of set thresholds screen** is empty because no threshold value nor PA-message has yet been set. To set a threshold value and PA-message, press on the button <set PA-message>. The **set threshold and PA-message screen** will appear (Figure 20 right).

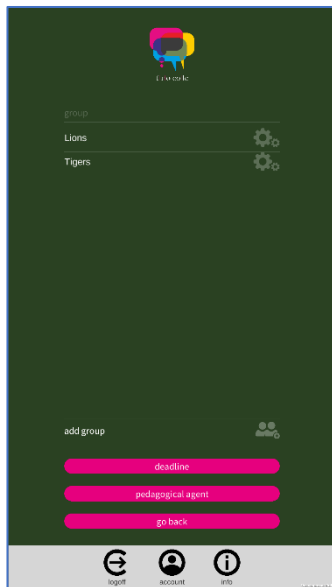


Figure 20 left



Figure 20 middle

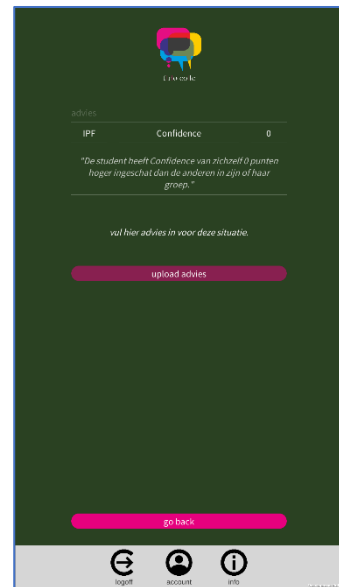


Figure 20 right

3. In this **set threshold and PA-message screen** you can set the threshold value for some indicator as well as and accompanying PA-message.

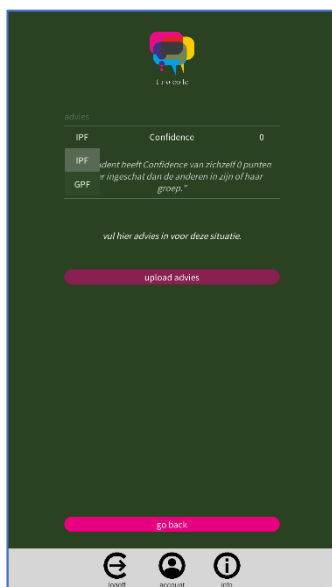


Figure 21 left

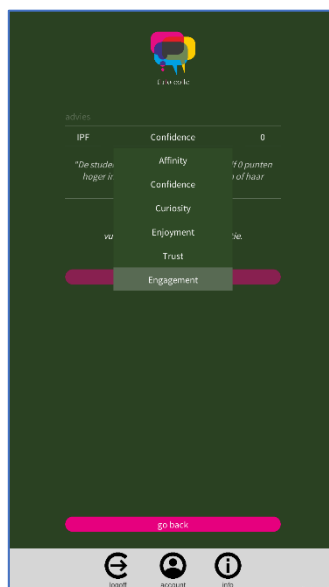


Figure 21 middle

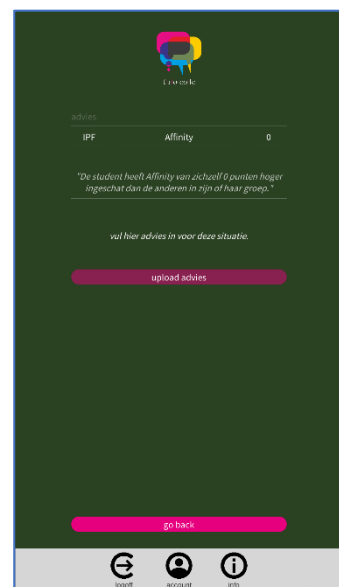


Figure 21 right

To set the threshold value, first select whether the threshold value applies for indicators of the individual (IPF) radar or for the group (GPF) radar diagram. As Figure 21 left shows, the current selection is the individual radar indicators; however, if you have to set threshold values for the group radar indicators, you have to press on **IPF**; a dropdown list will become visible from which you can select GPF.(Figure 21 left). You have to repeat this for changing the indicator (Figure 21 middle) and the threshold value (Figure 21 right).

4. Regarding the threshold value, you may enter positive and negative numbers; a positive number means that overrating (i.e., a group member judged himself/herself higher than the group did), and a negative number mean underrating. (i.e., a group member judged himself/herself lower than the group did). To enter a threshold value press on the value; this value is currently 0 (Figure 18 right). As can be seen from Figure 19 left, a threshold value of -20 has been entered. Do not forget to press on <OK> because otherwise this threshold value will not be updated. If the threshold value is updated, the upper text in italics will be changed (Figure 19. middle). Note that numbers must be between 0 and 100!
5. Now you can set a PA-message. Press on the lower text in italics, which is “PA-message” and enter the text that will be the PA-message. As an example the text is “Explain in the group why you judged yourself lower on Confidence than the group did.” Here too, do not forget to press on <OK>. As long as you did not press on <OK>, the <update PA-message> will not be accessible.

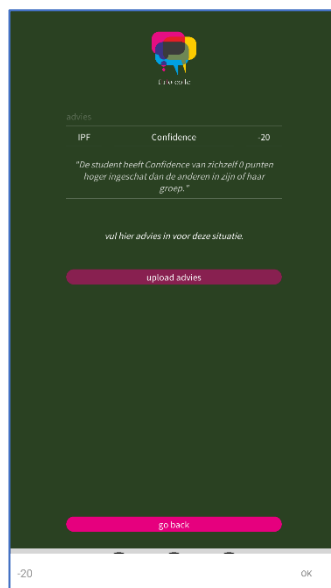


Figure 19 left

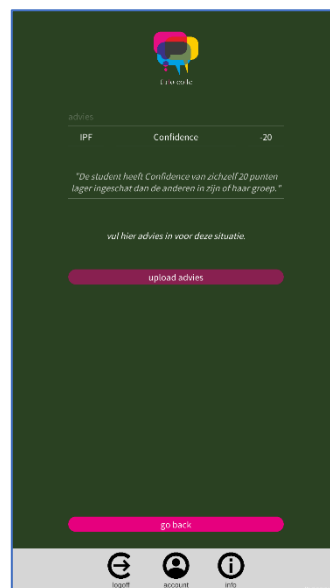


Figure 19 middle

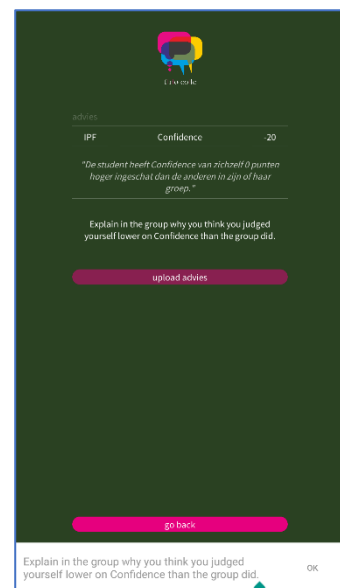


Figure 19 right

6. To finish entering the threshold value and the PA-message, you now can press <update PA-message> (Figure 20 left). The **overview of set thresholds screen** will appear and show the details of the threshold just set (“ipf-rd Confidence -20”) (Figure 20 middle).
7. At this point you may decide that you have finished setting the threshold values and PA-messages; press on <go back>. Otherwise you may decide to enter another threshold value and PA-message; in that case press again on <set PA-message> and repeat all previous steps from step 3. Or, you may wish to change the threshold value and/or PA-message of one of the thresholds shown in the **overview of set thresholds screen**. To do so, you have to press on the name of the threshold in this overview. If you press on the name of the threshold “ipf-rd Confidence -20” then the screen of Figure 20 right will appear. To change the

threshold value and/or the PA-message, press on <change PA-message>. There is also an option to delete the threshold value and PA-message. If you wish that, press on <delete PA-message>.

