



Analysis Report of E-Tutor Guide Discussion Results

Prepared by the UNNC Team, 15 March 2021

To facilitate the development of the E-Tutor Guide, six Asian partner universities (RUPP, NUBB, UM, UUM, SZPT, and UNNC) were invited to share their respective recommendations for the E-Tutor Guide via six separate Skype interviews between 3-9 March 2021. Each interview was kept within an hour. The 13 interview questions were divided into five categories: (a) e-tutor guide objectives, (b) e-tutor qualifications, roles and competencies, (c) expectations and requirements for e-learners, (d) online learning monitoring, and (e) online learning resources. Each interview question was accompanied by a list of ideas or suggestions for encouraging discussion, not meant to serve as answers at all. And the list of interview questions was emailed to each Asian partner at least 48 hours before each interview. All the interviews were recorded, transcribed and saved in separate files (see the attached files). All the interviews were conducted by Xiaoge Xu, a member of UNNC team, with the assistance of Ranna Huang and Xiaoxiao Zhang, members of UNNC team, who recorded and transcribed all the six interviews. They also drafted the analysis report, which was edited by Xiaoge Xu and finalized by Shixin Zhang, the UNNC team leader.

This analysis report consists of five sections: (a) e-tutor guide objectives, (b) e-tutor qualifications, roles and competencies, (c) expectations and requirements for e-

learners, (d) online learning monitoring, and (e) online learning resources. Each part focuses on similarities and differences among six Asian partners on each theme, followed by our observations. After analyzing all the similarities and differences on the six themes, we make our recommendations for the e-tutor guide.

Section 1: E-Tutor Guide Objectives

1.1 Specific Objectives

The following specific objectives were proposed by different partners, not in the order of importance: (a) to guide both learners and trainers, (b) to provide audio and visual guidelines, (c) to help people teach better in online settings, (d) to facilitate online learning of SDG journalism courses, (e) to enable equal access of online resources to all participants, (f) to maintain a forum for knowledge sharing and online discussion, (g) to treat and train teachers to understand how to use the e-platform, (h) to create a benchmark and a policy, (i) to state the responsibilities for e-tutors, and (j) to state the requirements for e-learners.

Although using different phrases, six Asian partners agreed that the overall objective of the E-Tutor Guide should provide guidelines to enhance online learning. It is not surprising though that six Asian partners had their own interpretations, different objectives or different priorities, as shown in the following brief summary: (a) preferred visual guidelines or audio-visual guidelines (RUPP), (b) to guide the use of SDG journalism website and create a benchmark and a policy (NUBB), (c) to be multicultural sensitive and to serve multilingual audience (UM), (d) to enhance coordination and collaboration among E-Tutors in offering SDG journalism (UUM), (e) to serve as the user manual of the platform and to state the responsibility of being an E-Tutor (SZPT), (f) to facilitate online learning of SDG journalism courses, to enable equal access of online resources to all participants and to maintain a forum for knowledge sharing and online discussion (UNNC).

It is natural that even within the same team or the same partner country, not to mention among six Asian partner universities, there might be some variations regarding what specific objectives the E-Tutor Guide should serve, as seen from the following feedback from the partners:

RUPP: The main objective is that e-tutor guide should guide both learners and trainers. A visual guideline is more preferred. Reading the guideline is not as convenient or not as fast as audio or visual tutorial.

UM: One purpose of E-tutor guide is to familiar people with the course. Second one is about teaching skills online. How to leverage on technology and platforms, as well as to leverage on things they already use like social media. Not only learn things about journalism but also journalism tools.

Here in Malaysia the module we are proposing need to take into account the multicultural context. We don't use single language and we from different culture. Even our media is also separate along this culture and linguistic line. So it will be helpful to let our participants know how to tackle cultural sensitivity and how report to a multilingual audience. Knowledge of how to approach diversity in their mind.

Furthermore, because we are focusing on online learning, we need some basic teaching concepts or principles regarding how to encourage collaboration/interaction. As well as how to build meaningful assessments for self-access courses.

UNNC: Facilitate online learning of SDG journalism courses; Enable equal access of online resources to all participants; Maintain a forum for knowledge sharing and online discussion.

NUBB: E-Tutor Guide is established after the platform. The SDG platform has already finished. So E-Tutor Guide is to use the platform effectively. The first objective is to treat and train teachers to understand how to use the e-platform. And the second objective of E-Tutor Guide is to create the benchmark, and also for us to create a policy. Because this project is not only for communication skills student or journalist student who joins this course, but as well as researchers and journalists. So we need this E-Tutor Guide to be published in heart and to make sure that everyone who use the platform understand this.

SZPT: The responsibilities of the E-Tutor is to upload materials, answer questions, and moderate in the forum. So one of the E-Tutor Guide's specific objectives should be to serve as the user manual of the platform. Declaring the responsibility of being an E-Tutor is to detail the requirements and standards of the materials, to upload it, like the discrimination rates of the resources, or if there are any templates that will be perfect.

UUM: To enhance coordination and collaboration among e-tutors in offering SDG journalism online courses in the region; to guide learners in their online learning; to facilitate ABC (Adaptive, Blended and Collaborative) online learning.

1.2 Specific Content

The following are the points proposed by different partners regarding the specific content of the E-Tutor Guide: (a) an overview and objective to this online course, (b) guidelines on use of digital technologies, devices, and software, (c) handbooks, lecture slides, workshops, seminars and assessments, (d) recommended best practices, samples and cases, (e) the functions, capabilities and instructions of the e-tutor guide, (f) installation instructions if the e-tutor guide is in the form of an app, (g) frequent answers and questions, (h) troubleshooting tips, (i) specific requirements for SDGs reporting and professional standards, (j) both online teaching and learning skills and tools.

Similar recommendations include specific instructions, guidelines, recommendations regarding online learning, country-specific SDGs and how they should be reported, basic knowledge and skills regarding use of digital media and technologies.

Somehow there were some confusions regarding the E-Tutor Guide. Some partners viewed it as a guide on how to use SDG journalism website (NUBB), to be the database to upload materials, a forum and face-to-face online course (SZPT), an app or a person (UUM) while others had different recommendations regarding what specific content the E-Tutor Guide should contain including course objectives, overview, curriculum, best practices and cases (UUNC); basic understanding of SDGs and SDG journalism (UUM); awareness of state control, censorship, country-specific focuses on SDGs, and big data journalism (UM); SDG journalism resources, professional standards and teaching methods.

1.3 Specific Facilities

Specific facilities proposed include the following: (a) online teaching platforms (campus-specific or one for all), such as Moodle or Windows Teams, (b) moderated interactive functions such as live chats, chatrooms, online forums, virtual classrooms, discussion boards, online assessments, (c) use of locally popular social media, such as facebook, telegram, Instagram, Twitter, Whatsapp, TikTok, Weibo, and WeChat.

There were different recommendations regarding what facilities to be leveraged as partner countries and universities differ in terms of infrastructure, media technologies, Internet connection and accessibility. Windows Teams and Moodle seem to be widely and easily available among all six Asian partner universities although social media availability and accessibility differ in Cambodia, Malaysia and China. It is recommended that Windows Teams or Moodle can be used as the common additional platform for hosting the E-Tutor guide while country-specific or preferred social media to be used for any interaction regarding the E-Tutor guide (see the following selected recommendations from different partners)

RUPP: for now the university use Microsoft teams, which have a lot of good features for online teaching. Both staff and students can access to teams, campus wide. But it is difficult to access off-campus. Because students may not have a good smart phone, not have internet connection at home, some are use mobile internet but is poor connection.

As for mobile learning, it is possible but we need to consider a few things. First is the network connections. Mobile internet is nor stable. The other thing is that the files. If we have audio or video resources, that will be difficult for mobile internet to access those resources.

UM: a big discussion in our university in this moment is that how we can use online platforms to do assessments. Also to build interaction within the class. Furturelearn is the recommended platform.

UNNC: It shall be interactive. Chatroom or discussion boards are recommended to facilitate live chat. There shall be a forum and Q&A sessions, with a moderator to moderate, collect and answer the questions. There shall also be different communication channels for different user groups. For example, we can divided into two groups. One is for universities partners to communicate and share. The other is for students across different countries.

NUBB: Facebook is very popular in Cambodia. So Facebook is the main things that we need to foster, to enhance the guys of the e-tutors. One more recommendation is Telegram. From what I have understood, the social media we're not be included in E-Tutor Guide. Because E-Tutor Guide is a guide for the SDG platform and SDG platform will be in one website separately. So we only use that website to log in and log out. It's not about social media.

SZPT: it is necessary to have to develop or build two separate online communities, one for e-tutors in different countries, and one for e-learners.

UUM: Accessibility of the UUM Online Learning is restricted to UUM students and staffs. However, the accessibility to e-tutor will be allowed by using different online learning platform. Suggested facilities include (a) Blog (weebly, wordpress etc), (b) chatrooms – UUM Online Learning, (c) Online forums –UUM Online Learning, (d) Virtual classrooms for collaborative learning hands-on projects – Cisco WEBEX, and (e) Online Assessment (Quiz, Assignment).

Section 2: E-Tutor Qualifications, Roles and Competencies

2.1 E-Tutor Roles

Participants during the interviews proposed the following possible expected roles for E-tutors: (a) instructors to deliver the course, (b) facilitators to facilitate discussions, (c) moderators to manage forums, answer questions and maintain daily operations, (d) to design and deliver interactive teaching sessions, (e) to supervise the progress of e-learning, (f) to monitor to make sure everyone must stay engaged in online learning, (g) to be well informed about what they are supposed to do and not to do, (h) to mentor e-learners, (i) to design and/or create additional learning content or activities or customize learning material based on the knowledge level of e-learners, (j) to motivate e-learners to proactive and collaborative in their online learning, (k) to manage various projects, being responsible for giving attention to the students as well as the project members.

There is no consensus regarding the expected roles for e-tutors as different partners have different roles for e-tutors with different focuses. Some emphasize on the roles of instructor, facilitator (RUPP, UUM, UNNC) and moderator and designer (UUM, UNNC)

while others focus on managers mentors (NUBB), SDG and journalism experts and interpreter of local and international cases (UM)

2. 2. E-Tutor Expectations

The proposed expectations for e-tutors include the following: (a) be open, close, approachable, and social; (b) be able to encourage, motivate, challenge, gives credit to the participants, as a participant too, able to build a constructive learning process, open to new experience and e-tutoring styles, help building a learning community, able to help eliminate barriers related to technology, time and distance; (c) be able to plan and run online courses, monitor individual learners, organize groups, keep records of individual learners, assess learners' work and performance and evaluate the course; (d) to possess basic technical, writing, feedback, organizing and social bonding skills; (e) to coordinate among different e-tutors in partner universities; (f) to maintain the technical devices and online platform; (g) adequate knowledge of SDGs and journalism; (h) online teaching skills, the ability to interpret local and international cases, and basic online and mobile journalism skills such as news reporting, writing, editing and publishing skills.

As six Asian partner universities are different in many ways, they do not have a generally- agreed list of expectations for e-tutors. But one thing they share is that e-tutors should be equipped with good qualifications in online teaching, as seen from the following feedback from different partners:

RUPP: tutor must have good qualifications in terms of teaching methodology knowledge about SDGs, journalism reporting. Must be technical master as well. Be familiar with Microsoft team to support students.

UNNC: E-tutor can design and plan the courses; deliver the course; manage the assessment, feedback, answer and queries; coordinate among different e-tutors; and maintain the technical devices and online platform. If professionals, journalists and students want to teach, first they should have good knowledge about SDGs and SDGs journalism. Second thing is that they should be able to know how to use these journalistic devices, like filming, news editing these journalistic skills. Third thing is that they might have teaching experience. Some training should be provided for those who do not have teaching experience.

UUM: He should be open, close, approachable, social, encourage, motivate, challenge, gives credit to the participants, as a participant too, able to build a constructive learning process, open to new experience and e-tutoring styles, help building a learning community, able to help eliminate barriers related to technology, time and distance. Course-planning; course-running; monitoring individual learners; group organizing; keep records of individual learners; assessing learners' work and performance; evaluating the course. Technical skills; writing skills; giving feedback; organizing skills; motivating learners; social bonding

Section 3: Expectations and Requirements for E-Learners

3.1 Expectations

The following are the expectations for E-learners that were proposed: (a) stay curious and focused; (b) have basic knowledge of technical skills like software and applications usage; (c) have creative and critical thinking; (d) stay adaptive, proactive and productive; (e) work both independently and collaboratively; (f) be self-motivated and self-disciplined; (g) know how to set their aims and goals; (h) have basic knowledge in news reporting, basic knowledge regarding SDGs and good sense of social responsibilities; (i) proactively participate in online learning; (j) adapt to the blended learning from different countries and different lectures; (k) collaborate globally.

No consensus was reached on a generally-agreed list of expectations to be included in the e-tutor guide as all partner universities have a different list of expectations for e-learners, as seen from the following partner-specific recommendations:

NUBB: Firstly, as how to use the platform effectively. Second, when they can use the E-Tutor Guide, they can join the blended learning from different countries, from different lectures. It is the benefits and expectation and the skill that they can get. And one another is to have a skill of writing report online, writing news online. Because when they know the E-Tutor Guide, they can use the platform effectively. So they know how to use the tools and they know how to combine their knowledge to the tools. They can actually write news effectively according to the platform. One another thing is that when they know how to use the platform, they will benefit from the platform, and platform will allow all the students and all the people who join in the platform to ask and answer the question related to SDGs and related to journalism here. So every country can answer to those questions. So not only the country that they are living in, but the country that participate in journalists, so they can get global ideas from everyone.

RUPP: Basic knowledge of technical skills like software and applications. They also need to learn how to stay focus. They should have the participatory skills. Moreover, learners in Cambodia they have basic knowledge in news reporting, but in terms of SDG they are still limited.

UM: How they should set their aims and goals. Highlighting aspects of learner/student agency. For instance - setting goals, initiating actions, reflect & revise, internalize self-efficacy. Critical thinking and self-reflection (important when reporting on SDG issues)

UUM: Stay curious, seeking for new knowledge, critical thinking, stay adaptive, Stay proactive and productive. However we also have another one, which is very important, and quickly actively participating in online learning. Because face to face we can see the learner. We can see if the learner, he or she, is participating or not. However, in

online learning, sometimes we cannot see their face. So our suggestion, for the expectation, the e-learner should deeply participating in online learning.

SZPT: They should have some information literacy, critical thinking skills, be proactive, and have some basic communication skills.

UNNC: The participants should be curious; should have creative and critical thinking. They can work both independently and collaboratively. They shall be self-motivated and self-disciplined. Since they choose SDGs learning, the participants should have good sense of social responsibilities.

3.2. Requirements for E-Learners

Requirements for E-Learners that have been proposed during the interview include the following fundamental skills: (a) shall be able to collect data and information; (b) need to know how to leverage the use of different tools/platforms/media/other resources; (c) should have basic research and analytical skills; (d) should obtain problem-solving skills; (e) should have adaptability and flexibility for online learning; (f) need to have the spirit of teamwork; (g) need to learn collective skills to learn visually that they should also have for physical supplementary class; (h) should be technology savvy and know how to leverage digital technologies and applications for SDGs news reporting and writing.

As shown in the following, all partners have their own specific recommendations:

RUPP: we can introduce different styles of e-learning and can choose which style or category they like and fall into. How to make most of e-learning should be emphasize. Students should know the limitation of e-learning.

RUPP: student need to learn collective skills to learn visually. We should also have physical supplementary class.

NUBB: The thing is that we really need to see a picture of that platform. So that we can know that what are the tools we can use from the platform? So that the E-Tutor Guide will be depend on those tools. For example, if the platform calls teachers to know how to upload the recorded lessons, the recorded lectures, how can I do that? If I'm a teacher, if I'm a lecturer teaching student in the course, we really need to see that first, so that we can tries to expand our guideline, expand our strategies to disseminate it, how to use the platform effectively to the students.

UM: How to leverage the use of different tools/platforms/media/other resources and adaptability and flexibility.

UUM: For us, other than knowledge management skill, that you suggest before, we also think that another skill is technology savvy. Because now things have all online, right?

So E-Tutor should have a knowledge on technology, how to use this app. So a normal conventional teaching method.

SZPT: Maybe we should add some more because we should suggest them to prepare for some facility, I mean the necessary facilities for them to have online learning.

UNNC: Four skills shall be emphasized. E-learner shall be able to collect data and information; they should have basic research and analytical skills; Problem-solving skills, after they analyze the case or project they should come up with solutions. Solution-oriented and problem solving skills, and spirit of teamwork.

Section 4: Online Learning Monitoring

4.1 To monitor and secure the quality of online learning, the following seven mechanisms were proposed by different partners: (a) assignment and assessment, (b) attendance taking in group discussion, (c) interaction and two-way communication, (d) joint-monitoring online learning, (e) small group discussions, (f) Webinars, and (g) platform control.

Assignment and Assessment: Students are allocated online tasks or projects related to SDGs journalism. E-learner shall participant in project design, discussion, implementation and presentation. They also need to present their projects to other participants, tutors or the public. In terms of presenting and visualizing the project, either the website or the app will work. Students can present their work in text, video or audio, just let the text talk. But be aware of that all partner universities should have the access to the platform. In addition, quizzes and individual reflection exercises could also be considered.

Attendance-Taking in Group Discussions: Students need more rooms for discussion, especially for online learning. E-learning might be quite boring, so it is important introduce certain mechanism that help student learn in a more friendly way, such as games.

Interaction and Two-Way Communication: E-tutors can ask a quick question at beginning and the end of the class to let students indicate what is difficult for them to understand, what is easy, and what would they like to know more about. Then tutors will know where students are and what they can do for individual student. Icebreaker questions help e-tutors to test knowledge or find out where students are in their learning.

Joint-Monitoring: One administrator from each university is needed to monitor all the online teaching activities.

Small Group Discussion: Break-up room for a large group of learners to be divided into several small groups to discuss.

Webinars: A Webinar section is also recommended.

Platform-Control: Administrator for the platform to take the responsibilities of controlling the platform. If the platform is technically broken, the administrator can report it to the technical staff. A monitor menu for administrator is needed.

It is quite natural since different partners have their different priorities and pedagogical approaches to online learning. Therefore, they might have different approaches and measures to monitor online learning in different situations in different countries.

4.2 Other recommendations were also proposed regarding how to leverage learning modalities to facilitate online learning.

SDGs relevant resources should be provided. For instance, a reading list or reference list, also other forms of resources such as infographics, images, videos, podcasts. Online seminar/conference or live webinars/workshops with area experts to introduce SDGs journalism related knowledge to e-learner. Hold competitions or contests were also proposed to motivate students. Students in all countries can work on some particular projects to join the competition. For instance, the best news stories, photo or video. E-tutors all come together as judges give them feedbacks and awards to encourage and inspire students. Online learning should be contextual relevant. It is important to keep student engage within the activities. The game design should contextual related to students, such as role play. Real cases should also be provided on SDG from different country and asynchronous teaching material. Those proposed learning modalities should be further discussed among six Asian partners as they were proposed by different partners without being discussed or even known by other partners.

4.3 As for specific forms of assessment to be included in the E-Tutor Guide, the following five recommendations are proposed by different partners:

4.3.1 Individual and group instant feedback. For e-learning instant feedbacks is important. If it is a presentation, e-tutors should give instant feedback.

4.3.2 Written feedback is also needed for online learning. For instance, if it is a project, e-tutors can give written feedback to students to help them learn and improve.

4.3.3 Q&A on forum. Students can post their questions on online discussion forum. E-tutors will monitor an answer to those questions frequently.

4.3.4 It is necessary for e-tutors to be aware of the tones (positive or negative) and language use (critical or encouraging). For online teaching, E-tutor should be

more compromise, because in different platform student may perform differently. Students might do better physically but for online there are certain barriers that hinder the performance. E-tutor should consider that and compromise on certain level by giving feedbacks. Plus, e-tutor should provide certain support, for instance having extra tutorials, materials that help learner learn better. In the e-learning world, E-tutor should be more supportive, understanding and compromising.

- 4.3.5 A project for assessment with clear rubrics (for presentation, assignment, etc.) for the students and show the result directly. Meanwhile the project should have something like the tools to correct, the tools to give feedback, or something else convenient for the student.

The above proposed forms of assessment also need to be further discussed as they might be quite university-or-country specific. To be included in the E-Tutor Guide, further discussions and consultations should be required.

Section 5: Online Learning Resources

To facilitate online learning, the following five online learning resources are recommended by different partners without being discussed. Therefore, there should be a follow-up discussion to finalize the list of online learning resources before it is included in the E-Tutor Guide.

1. SDGs related website. It is important to provide a list of or links to any available online communities (whether learners or practitioners) globally.
2. Country specific information, such as government reports policies, papers and website on SDGs. In addition, we need to provide a guideline regarding country-specific sensitivity issues. For instance, how to report sensitive issues, what need to be avoided or to be cautious about.
3. News updates on SDGs from UN or other country and regions.
4. A manual book is necessary, which might provide reading list, glossaries for technical terms (e.g. scientific, sociological, etc.), issues that is complete sensitive reporting, ethical codes, and useful contact list that students and tutors can approach.
5. Research findings related to SDGs journalism. If the e-learners are exposed to many studies on SDGs journalism, they will get a fly in their learning process.

To facilitate online learning, the following online learning applications are already in use in Asian partner universities:

Moodle, MOOC, and Microsoft teams are three common platforms that share around Asian partners. Zoom is blocked in China, so we cannot host a meeting via Zoom but we can join a meeting. Other platforms include Panapto, Futurelearn (MOOC), Google Classroom, Padlet, loom, edpuzzle, Mentimeter, Schoology. It is important to bear in mind that we need to choose a platform that all partner universities can have the access.

From the following feedback from different partners, we can see that they have their respective unique situations and needs for online learning resources.

RUPP: Menu book. There are certain issue that sensitive. We should have a guideline about how to report sensitive issues, like gender issues. Probably also ethical codes. Useful contact list that students and tutors can approach.

UM: - Glossaries for technical terms (e.g. scientific, sociological, etc.). List of or links to any available online communities (whether learners or practitioners) globally

UNNC: 1. SDGs related website. 2. Country specific such as government reports policies, papers and website on SDGs. 3. News updates on SDGs from UN or other country and regions. 4. Reading list.

NUBB: I don't recommend to add some websites from our local organization, such as the website of the ministry of news, the ministry of report and communications, such as the website we can get the news immediately from our local country as well as from globally, for example, CNN, BBC or something else. To make sure that it sticks to the learner. When the learner wants to get some piece of news, the learner can we get a strong information from those websites. And we actually don't know what website we have to communicate with. For instance we have the website of the ministry of news in Cambodia. But the thing is that we really don't know how to get the resource from those websites. So if we have a platform and we can get the news, we can get piece of information from those websites for the student to practice in reality, maybe it's quite good for the students.

SZPT: The SDGs-related website. The reporting and writing site. Will provide some more after the meeting.

UUM: SDGs-related website, SDGs news reporting and writing sites, Research findings related to SDGs journalism (journal articles and proceedings), SDGs journalism manual/handbook

UM: Platforms: 1) Moodle (Spectrum); 2) Futurelearn (MOOC) Others include

- OpenLearning (<https://www.openlearning.com/UM/>)
- eXeLearning (<https://um-health-research-ethics.s3-ap-southeast-1.amazonaws.com/Home/acknowledgements.html>)
- Reusable Learning Objects, html based (<https://acord.my/rlos/>)

- Google Classroom (as part of G-suite)

Tools: padlet, loom, edpuzzle

UNNC: four things: Moodle, Microsoft teams, zoom or tencent. Zoom is blocked in China, we cannot host a meeting via zoom but we can we can join a meeting. The last one is Panapto

NUBB: Microsoft Team for the online learning. I have one more platform to recommend called School Logi. It's basically focus on that teachers and students learning platform. So if you go through that platform, you will see that the student and the teachers can communicate each other like on Facebook. They can post, they can upload, and the teachers can also get the resource from other teachers as well. And most importantly we can create quiz, we can create a group-break, and everything for the students to do. We can also upload a slight presentation and everything. But one thing that I don't like about it is that we cannot do the video conference to the student. Online learning needs video conference, but that platform doesn't have. I'm not really aware that our SDG platform has video conference or not.

UUM: UUM Online Learning (Moodle), Mentimeter – create fun and interactive response by showing the frequency of text preferences. Padlet – can be used by e-tutors and e-learners to post notes on a common page. The notes posted can contain links, videos, images and document files that relate to SDG Journalism.

Recommendations

While there are similarities, there are also differences in their recommendations and priorities. It is our belief that the e-tutor should be developed in response to and in light of the syllabus, study materials, capacity building materials, the features and functions of SDGs journalism website, and the specs of study units. On top of its presence on SDG journalism website, the e-tutor guide should also be available as an app. It may also be available in pure text, audio or video format. Our preferred choice is to develop an app for the E-Tutor Guide. The E-Tutor Guide should also be available in other national languages for local journalists in Asian partner countries. And the E-Tutor Guide should be sensitive to country-, campus- or media-specific in terms of resource availability and accessibility, sensitive issues, policies, and special needs. It is recommended that a follow-up discussion via email or Skype should be conducted to discuss the results of the interviews to get more insightful feedback and recommendations before we can start to develop the E-Tutor Guide.

Appendix:

Appendix 1: Skype Interview Information

Name	Time/Date	Interviewees	Interviewer	Recorder
RUPP	Thursday, 4 March, 2pm	Ung Bun Yi	Xiaoge Xu	Ranna Huang
UM	Friday, 5 March, 9 am	Ayeshah Syed, Chew Shin Yi, Charity Lee, Yap TengTeng, Yewkong Lee	Xiaoge Xu	Ranna Huang
UNNC	Friday, 5 March, 10 am	Shixin Ivy Zhang, Yiben Ma	Xiaoge Xu	Ranna Huang
SZTC	Friday, 5 March, 2pm	Xiuzhen Zeng	Xiaoge Xu	Xiaoxiao Zhang
NUBB	Friday, 5 March, 3.30pm	Vong sokhavy; Sophileap Phan; Vat Norng; EM Chenda; kuoy IM	Xiaoge Xu	Xiaoxiao Zhang
UUM	Tuesday, 9 March, 10 am	Mazni binti Omar ; Azman B Yashi	Xiaoge Xu	Xiaoxiao HANG

Appendix 2: List of interview questions

A. Objectives and Contents of E-Tutor Guide

- Q1 What specific objectives should the E-Tutor Guide serve?
- Q2 What specific content should the E-Tutor Guide contain?
- Q3 What specific facilities should be leveraged to enhance online learning in the e-tutor guide?

B. Qualifications, Roles and Competencies of E-Tutors

- Q4 What specific roles of the e-tutor should be stated in the guide?
- Q5 What specific expectations for e-tutors should be included in the guide?

C. Expectations and Requirements for E-Learners

- Q6 What specific expectations and skills for e-learners should be included in the guide?
- Q7 What specific skills should be emphasized in the e-tutor guide?

D. Online Learning Monitoring

- Q8 What specific mechanism should be put in place to monitor the learning activities?
- Q9 What specific learning modalities should be included in the e-tutor guide?
- Q10 What specific forms of assessment should be available for the e-tutors to select to give their learners timely feedback?

E. Online Learning Resources

- Q11 What online learning resources should be recommended in the guide?
- Q12 What online learning software already in use in your institution?
- Q13 What additional learning software should be recommended in the guide?