FROM CLASSROOMS TO LEARNING SPACES - EXPLORING NEW WAYS IN EDUCATION WITH THE BLENDED-LEARNING COURSE #TEACHING2030

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Abstract

Technology rapidly changes the way we think, live, learn and lead. Education plays an essential role in this transformation process. Teachers and trainers have to be prepared for new mental, physical and virtual learning spaces in order to guide students the best way possible. The blended-learning course “Future-proof your classroom – teaching skills 2030”, in short #Teaching2030, addresses teachers, tutors and trainers at higher education institutions providing instructional competencies and skills for future learning spaces. The course can be accessed without limitations and is free of charge, funded by the Erasmus+ Austrian National Agency within the “Key Action 2” Strategic Partnerships.

Keywords: future classrooms, learning spaces, teacher training, blended-learning course, storytelling.

1 INTRODUCTION: THE COURSE #TEACHING2030

Technology is changing our world rapidly, in every sector of life, and is closely linked to the future generations. First and foremost, teachers and educators have to be at the cutting edge of this transformation process as the success of students is related to their performance. Who if not educators are responsible for equipping students with accurate skills and an adequate mindset when striving for personal growth and success? Teachers, tutors and professors have to be trained in a new way of education to be able to give the best support. High-performance education emphasizes the flagship initiative of the “Digital Agenda for Europe” [1]: The quality of education depends on the capacities and skills of teachers using e-learning formats and virtual classrooms. So technological education is at the center of the process and plays an essential role when striving for growth throughout Europe.

Based on these findings, the University of Applied Sciences Burgenland initiated the project #Teaching2030 by inviting respective universities to participate, such as the Eszterházy Károly University in Eger, the University of Maribor, the Faculty of Tourism and Hospitality Management in Opatija, the St. Kliment Ohridski University in Bitola, the University of Perugia, the University of Valencia and the University of Aveiro. The project is funded by the European Union within the Erasmus+ Strategic Partnerships in Austria. The lifetime of the project is 30 months, having started in September 2017 and ending in February 2020. The objective of the project is to deliver an innovative blended-learning course on teaching skills that are essential in future to meet the needs of the new student generations. The course’s target groups are teachers, trainers, tutors, lecturers and professors at the tertiary level of education. The project is addressed to young educators as well as educators aged around 40, who are still described as “digital immigrants” in contrast to students belonging to generation Z, who are skilled in the use of technology. The course can be accessed without limitations and is free of charge.

2 METHODOLOGY: C-BOOK AND I-LAB STORIES BY LUCIA AND MARKO

The didactical concept of the blended-learning course #Teaching2030 differs to a huge extent from other initiatives and e-learning courses that only present a collection of electronic materials. In contrast, the course #Teaching2030 will perform as an entire unit by using the storytelling approach. Storytelling is quite common in company trainings but has so far not been used in educational courses. Within #Teaching2030 however, it is an essential aspect for enabling recognition of the course throughout Europe.

Teachers and trainers taking the course are guided through the modules using the concept of storytelling. The virtual personalities Lucia and Marko, representing teachers at a higher education institution, talk about their fictional experiences, facing trends and challenges in their future teaching.
Representing role models, they tell success stories about their teaching within new learning spaces and their motivations behind giving new approaches a try. They assist each other with advice and help to expand the boundaries of traditional teaching. They are constantly present in the cBook and in the iLab, which are closely interlinked.

The cBook (computerBook) is the online learning environment of the course Teaching2030, a web-based training for teachers that houses the eight modules. Each module contains five chapters with main topics. The cBook offers diverse categories of learning such as information (text, hot spots, sequences), interactive exercises (drag and drop, multiple choice, memory, surveys, word clouds), reflection tasks, videos and additional materials and links.

The impact and transferability of the final cBook course, either as a stand-alone MOOC or combined with the iLab in a blended-learning format, is aimed at widespread and flexible use all over Europe. As the course represents an entire unit, the MOOC can be implemented within teacher trainings at tertiary level. Moreover, certain electronic exercises can be chosen for incorporation into existing programs. Nevertheless, it always has to be taken into account that “technology should suit the didactical purpose and is not an end in itself” [2]. Several electronic exercises can be selected and integrated within other LMS platforms. The entire cBook can also be integrated into third party platforms via the SCORM package. This is of great advantage when working with institutions all over Europe using different LMS platforms. The cBook is furthermore optimized for tablet PC and desktop use, but creation and authoring via mobile phones can be adapted. This means a benefit to the project as universities can use a part of the cBook for further development according to their own needs and requirements.

The iLab as part of the blended-learning course is an on-site, open, self-directed learning space for use two days per module as “the group does not depend on the knowledge of one single teacher or professor, but has access to many diverse learning materials” [3]. The innovative study labs expand on the topics of the cBook by giving the participants the chance to test several skills proposed in the cBook and to exchange ideas and experiences. A Teaching2030 developer can also guide this process. Therefore, the cBook and iLab are closely interlinked. They have to accurately fit together which requires a well thought out concept and design.

Within the cBook five major tasks are entitled “iLab” which means that these tasks are best suited for a testing within the iLab. Moreover, the cBook also provides reflection tasks, called “iThink”, for discussion in the iLab. Additional exercises, tools, materials and links also enrich the iLab. Each module comprises a manual of 25 pages explaining the didactical approach of the entire course. A glossary at the end refers to the central definitions and terms used by the development team. The eight manuals will be available on the website of the project in a special section for the iLab-training.

3 RESULTS

The famous introductory quote of Star Trek, spoken by William Shatner, was the guiding spirit for the development of new learning spaces in education: “Space: the final frontier. These are the voyages of the starship Enterprise. Its five-year mission: to explore strange new worlds. To seek out new life and new civilizations. To boldly go where no man has gone before!” [4]. The quote fosters the necessity for exploration without knowing where to land and to have to courage to face this endeavor. One must not forget that the “Enterprise” is a research vessel!

Within #Teaching2030, this exploration turns traditional classrooms into new learning spaces, providing skills and competencies to master future developments in education. Module 1 focuses on how the professional teaching role has changed to encompass new horizons, which means
developing a new way of thinking, module 2 concentrates on personalized and student-centered learning in on-campus classes, turning classrooms into experimental learning spaces, module 3 focuses on the combination of technological and physical learning environments and module 4 elaborates on the creation and use of e-learning tools such as videos, virtual reality and MOOCs. Module 5 expands upon this topic as collaborating within online spaces such as social networks will be inevitable in the future. Hence module 6 deals with writing skills for the web including topics such as web ethics. Module 7 demonstrates teaching in virtual classrooms whereas module 8 combines all competencies and skills to implement a creative blended-learning space. Table 1 demonstrates which modules are related to the four spaces: roles, labs, social media and virtual worlds. Matching the spaces with the three types of mental, physical and virtual environments, the table shows the distribution of the modules throughout the spaces and types.

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3.1 Learning space 1: New educational settings change the roles of teachers and students

Technology is the change driver in education as it influences the instructional process to a huge extent. As a consequence, the new way of thinking about education changes the attitudes and roles of teachers and students. Roles can be perceived as learning spaces giving teachers the opportunity to perform in the classroom in a different manner. Taking these new challenges into account, the Eszterházy Károly University in Eger elaborates on module 1, the professional teaching role, as the project is located within the Faculty of Pedagogy which is a significant intellectual knowledge center within the Northern Region of Hungary, encouraging the use of modern IT and communication technology [5]. Module 1 provides an overview of the four diverse new roles of teachers to be performed not only in the physical classroom but also in various settings.

3.1.1 Future teachers adopt the role of a guide

The first learning space is of a personal and professional nature as the teacher’s role has shifted from being a traditional provider of knowledge to becoming a guide to the students. In the 21st century knowledge can be obtained in many ways; it will then be the role of the teacher to create context, to enhance meaning and to share experiences with the students. This means embracing a less hierarchical status than in the past - respect towards teachers is related to competence and experience! The main roles will be presenting knowledge to students in an inspiring way (storytelling skills), coaching students when they are stuck (feedback skills) and moderating group discussions (Critical Thinking skills) in class and virtually. The Irish-American writer Frank McCourt, author of the famous book “Angela's Ashes” (1996) and high school teacher in New York, wrote in his third memoir *Teacher Man*: “I was already dreaming of a school where teachers were guides and mentors, not taskmasters.” [6]

Sometimes, teachers focus more on the material than on the students. They believe the most important duty of a teacher is to give students access to a lot of information. Yet information is not knowledge. The teachers' role is to turn this information into knowledge, to create personal meaning for each student. As students are all different, they need different methods and approaches for optimal learning. Consequently, the teacher in the role of guide has to know and adopt different methods [7]: Teachers need to feel comfortable with innovative teaching methods such as blended learning, virtual classrooms and inverted classrooms. They need to be equipped with well-developed communication skills in their roles as coach and moderator as they have to give feedback and stimulate peer feedback between students to encourage personal learning. Teachers also have to show students the way
through the learning process like a tour guide exploring the territory, including social networking. They have to choose tasks that are relevant to students.

3.1.2 Future teachers turn classrooms into inspiring learning environments

What is it that inspires and motivates students to make them come to class or follow online teaching? On campus, teachers can influence learning experiences by arranging classroom equipment flexibly for student-centered activities or by creating stimulating learning spaces through light, sound, music and physical activities. Online you have to ensure that students are kept on track and give everyone the chance for active participation by creating an inspiring learning environment, choosing student-centered learning approaches/activities, interconnecting digital technology with classroom experience and blending online teaching and on-campus teaching in a structured and student-centered way.

The traditional classroom is obsolete and a relic of the past: 21st century teachers can’t stand in front of the chalkboard while students are seated in rows of desks. What students need nowadays is a creative environment designed to support the learning process. Learning spaces should be flexible to meet different teaching strategies as the student is in the center of the learning process and needs a personalized approach. Moreover, learning spaces should foster critical and creative thinking, allow individual as well as group work and provide technological equipment (see 3.2).

3.1.3 Future teachers use social media for teaching and networking

The paradigm shift in the role of a 21st century teacher has changed teachers’ job descriptions. The University of Eger states that “the use of technology in class changes the roles of teachers and thus learning environments. Good teachers need to know how to select effective tasks and how to create excellent learning environments – online as well as on campus. They also need to be good networkers and team players. Social media and social networks play an essential role as they provide creative possibilities for collaboration.” [8]

Key skills in this area cover knowledge such as how to use social media for communication and teaching purposes and how to collaborate and write within social networks. We talk about “web space” when we refer to our website or blog as a metaphor for the space we use for the ideas we would like to present and communicate. Teachers and educators can make use of this “web space” – specifically within social media – for their teaching, assuming that they know the netiquette and rules of the web (see 3.3.). For teachers, understanding the world of students means using at least one medium such as Facebook, Twitter or Instagram in class.

While social media are a handy tool in the classroom they can be as beneficial outside. Social networking is also a powerful tool for teachers that can be used either for personal or professional reasons. On the professional front, social networking acts as an informal resume for self-promotion. Potential clients and employers can “check you out” and browse through your educational qualifications and experience. Another way to attract attention is to promote scientific work on a blog or a project website respectively or to upload an instructional video on YouTube. Social networking enables teachers to generate presence.

3.1.4 Future teachers perform in virtual spaces to make education more flexible

Becoming familiar with technology is one of the main challenges of the 21st century. Technology plays an essential role in all spheres of our lives – and education is no exception to the rule. On the contrary, teachers need to be pioneers in preparing students for their future careers. It is thus essential for them to acquire digital competencies and skills in order not to be left behind but to lead this new student generation.

A 21st century teacher needs to unlock and leverage the potential of technology for enhancing the quality of all aspects of education. Both teachers and students need to be well versed in technology and media literacy in order to provide a wholesome learning space. Technology is a useful asset for teaching assuming that one is very clear on how to use it and for which outcomes. Required skills are the precise selection of exercises for eLearning, the use of Massive Open Online Courses (MOOCS), the use of web-based trainings (WBT) and the handling of learning management systems and virtual classrooms as they form a separate learning space (see 3.4.).

3.2 Learning space 2: Learning environments replace traditional classrooms

Thesis 11 of the Hochschulforum Digitalisierung states: “Technological change not only creates new
Virtual learning environments but also alters existing physical learning environments”. [9] Incorporating ICT in class means rethinking teaching designs. Therefore, the University of Aveiro will elaborate on module 3, designing on-campus teaching, and will also elaborate on game-based learning to complement and enhance students’ learning experience. The project team has broad experience with new technologies and, in particular, educational digital media, using distance and/or blended-learning methods in several study cycles. [10]

Physical learning environments will change in future in order to replace traditional classrooms. Creative and active classrooms do not just look different, they feel different. They provide an environment where students are more likely to express their ideas, think outside the box, challenge problems with innovative solutions and, most importantly, learn more easily and more effectively. Then module 2 concentrates on communication in on-campus classes, enhancing personalized learning processes and student-centered learning. St. Kliment Ohridski University in Bitola is responsible for this module as they have expertise in problem-based learning. [11]

Chris Kobza [12] from the Computer Engineering Department at Oklahoma University gives five recommendations for active learning space design in his video. According to him, it is essential to clarify space design for the future; to decide if more technology or more flexibility should be provided as technological requirements reduce flexible arrangements (e.g. screen in front), what the space should be used for, if the teacher needs writing surfaces or electronic display, if the space is enough for the entire group to move around and if the space design can be used in a sustainable way (not having to rearrange it constantly).

With our society changing, future students will have different attitudes, motivation, social competences and technological knowledge. Taking this into account, teachers have to diversify their teaching approaches and enhance skills-focused learning [13]. It is evident that traditional classrooms are no longer suitable. The World Economic Forum claims competencies for 2020 such as complex problem solving, critical thinking, creativity and people management [14] will characterize learning spaces differently to existing ones. Problem solving and critical thinking need a space where students feel accepted and motivated to engage and participate. Creativity needs a flexible space arrangement to encourage free thinking, people management needs a space where students can work together and share their ideas and documents easily and without restrictions.

A well-thought-out learning environment can foster these core competencies to a huge extent. The University of Aveiro suggests taking the following criteria into account when setting up a learning space [15]. The seating layout should facilitate individual work as well as promote interaction and discussion in groups, the light should enhance concentration and well-being, sound and/or music can stimulate concentration and creativity, the furniture should be attractive, functional and allow flexible arrangements. Flexible and functional equipment should also be provided by the university to set up a number of learning settings and to apply methods in practice. Technology should facilitate the learning process by providing easy visualization of certain aspects of a topic by using videos, virtual reality tools or interactive whiteboards.

By changing learning environments, teachers have to adapt their roles. They guide students through their learning experiences, which means acquiring well-developed communication skills. Within these, the roles of coach and moderator (in the sense of a host) are crucial, as the St. Kliment Ohridski University in Bitola [16] states: “Coaching is an essential element in innovative teaching approaches such as inverted classrooms, project-based learning as well as field and team work because these approaches are based on mutual exchange between students and teachers.” This requires a different language and communication style, for example giving constructive feedback to students and empowering students through peer instruction. Fostering students’ self-development and self-esteem means asking questions and giving feedback to stimulate development and to change limiting beliefs rather than telling students how things work.

If teachers want to launch an effective discussion and get students to think critically, they can apply the Socratic method. “It is based on asking thought-provoking questions and stimulating discussion, thereby strengthening students’ reasoning as well as their analytical and critical thinking. Socratic questioning is thus important for critical thinking, focusing on giving students questions instead of answers.” [17] In the role of a moderator, teachers can apply this method by asking questions that are meaningful to a topic and phrasing the questions clearly and specifically.
3.3 Learning space 3: Social media foster networking and exchange

Within the role shift of teachers from traditional broadcasters of knowledge to moderators and coaches, social media also play an essential role in this process. They foster equal communication between students and teachers where hierarchy is dismissed in favor of exchange and networking. Social media therefore represent new learning spaces – assuming that we use them for the right purposes and do not overestimate their use in teaching. The Faculty of Tourism and Hospitality Management in Opatija will expand on this topic in module 5 of the course #teaching2030, working with social media and networks in class. The project team has extensive competence in adopting IT tools and trends in teaching, especially mobile technology, mobile apps and social media. [18]

Teachers as social media networkers have to open the following spaces: They have to connect people as social media foster relationships and team and group work regardless of time and space. They enhance intercultural work throughout the globe and enable active inclusion of students with reduced mobility. They may support proper blended-learning courses and engage part-time students in a more active way; “Social networks enrich traditional learning environments as they offer a wide range of possibilities for structuring the learning process and connecting students and teachers all over the world.” [18]

Moreover, social media establish Communities of Practice (CoPs) inside and outside class, connecting formal and informal learning. CoPs are self-organized working teams that build up knowledge on a specific topic. So it is this topic that brings students together. A moderator is still required but this role can also be taken on by a student. CoPs are an ideal space for engaging with and sharing topics that are of common interest and for making use of technological resources worldwide. CoPs can easily be linked with companies, students and employees working together on a specific topic or problem. Due to their flexible time/space dimension, they can bridge the gap between university and business environments by creating a common learning space.

Upcoming student generations, those born after 1995, are definitely more influenced by social media and visual communication than previous generations, sharing information in blogs, YouTube, Google and various networking platforms. They are not that willing to accept information from the “sage on the stage” any more, as predicted by Alison King in 1995 (!) when the web became a presence in households as well as business contexts, but want to participate and be part of the learning process. Meeting these needs in teaching will certainly be crucial for the success of teachers in the future.

Managing the online space of user-generated content (UGC) will be one of the biggest challenges for universities in the 21st century. It is the task of teachers to make sure students know how to produce high-quality and engaging content and how to evaluate content produced by others. In order to equip teachers with the competencies to guide students through this process, module 6, developed by the University of Applied Sciences Burgenland [20], deals with an issue not even discussed yet at universities: writing skills for the web.

Reading and writing processes in the future will definitely shift from paper to web, which means greater collaboration and user activity, not only between students, but also between teachers and students. We need to rethink communication within virtual spaces and consider web rules, netiquette and the protection of privacy: “Teachers have to be equipped with reading and writing skills for the web as they represent a model for their students. Both academic groups have to be aware of the fact that writing on the web always means public writing, regardless of whether the information given is private or work-related. This includes a critical approach towards information, interpretation and commenting on the web, especially within the increasing fake news debate.” [21]

Web texts are structured differently to paper-based texts. They provide characteristics that have to be taken into account, such as linking and embedding functions, the creation of filter bubbles, reinforcing our own worldviews, and the possibility of lowered inhibition thresholds when different information intrudes our “bubble”. Moreover, emotions prevail as algorithms rank emotional comments higher than fact-based ones. [22] Teachers have to be aware of these processes as they represent models when working with social media. It is the community (CoP) which constitutes the web through the contents it creates. It is an active process where teachers have to consider the information the CoP gives, the shares, likes and comments and the duty to correct fake news. Several Codes of Conduct have therefore been developed, suggesting ethical norms for the web, such as truth of an information (fairness, balanced opinions, completeness), accountability (taking responsibility for the results), minimizing harm towards third parties and correct attribution of copyright/intellectual property. [23]
3.4 Learning space 4: Virtual environments make education more flexible

Technology is definitely the most important change driver for teaching and learning in the 21st century. It changes the way we perceive and pass on information, build up knowledge through search engines, create texts through clustering information, communicate via social media and present ourselves on the web. It cannot yet be estimated how these processes will change the minds and brains of people in the long term. However, teachers have to be prepared for online learning spaces and the inherent consequences. On the other hand, teachers can take action by defining this process as online spaces depend on the activities of their users. Module 4 of the course #teaching2030 therefore elaborates on the creation and use of e-learning tools for teaching without major efforts, provided by the University of Maribor, Faculty of Economics and Business [24].

Technology offers several possibilities for combining virtual with physical classrooms or using e-learning tools within a stand-alone course. Amongst them, Massive Open Online Courses (MOOCs), computer-based trainings (CBT), augmented and virtual reality (AR and VR) and digital game-based learning (DGBL) represent recent developments. They all offer flexible learning arrangements as well as a creative and stimulating learning experience. They are not dependent on time or space and therefore offer the potential for repetition as often as necessary. Teachers can create or make use of these tools in order to reinforce topics or to implement them in their classes. In this case, a well-thought-out combination of e-learning tools and classroom teaching makes the difference to their success. Game-based learning and virtual reality tools in particular allow students to enter new rooms of learning. On the one hand, students deal with instructional topics mentally, but on the other hand they experience and “feel” these topics via senses and emotions that are stimulated by the games or virtual realities.

Virtual rooms have to be considered alongside classroom teaching. Virtual conferencing software is often used in companies to reduce costs but has also made its way into education. The University of Valencia is responsible for module 7, teaching in virtual classrooms, due to its depth of experience in this area and the innovative approaches adopted [25]. According to Valencia, virtual classrooms offer many advantages: teaching can be done easily beyond time and space (for example e-learning tools on module 4), thus VCs make the classroom global (distance learning). Nevertheless, teachers are in synchronous contact with their students so personalized feedback is more efficient due to one-to-one attention. An instructional topic, learned through a MOOC for instance, can be easily checked via feedback and debriefing in a VC. Moreover, VCs are easily integrated in blended-learning courses. “Lessons on demand” can also be organized as the interfaces of most VCs are similar and quite simple – we all know Skype.

Again, as with in social media where we talked about reading and writing skills, clear communication is the key to successful virtual classroom teaching: “Due to the technical requirements and the one-to-one-attention between students and teachers as well as among students, personal discretion and a respectful language are the preconditions when giving feedback on tasks, asking questions (no “examinations”!) or paraphrasing utterances of students (…). Within the course #Teaching2030 we stated that the role of a moderator is essential for future teachers. The role is a perfect fit when guiding students through their learning experiences. Good moderation stimulates discussion in class, fosters critical thinking, structures the learning process and leads towards an effective outcome. It is obvious that in virtual classrooms this role is of utmost importance.” [26]

Finally, the University of Perugia provides module 8, structuring the blended-learning process, as it unites physical and virtual spaces developed in the previous modules. The team members provide the project with extensive expertise in the design and implementation of training programs, ideal for integrating classroom teaching, e-learning and virtual classrooms.

The University of Perugia integrates four areas of the entire course Teaching 2030 [27]: The teacher has to select the exercises and tasks for each phase of the blended-learning process with precision. This could be video presentations, MOOCs, CBTs or virtual classrooms. Blended learning is also an ideal design for flipping the classroom, which means that, in the online phase, the teacher occupies the role of a moderator, in face-to-face teaching the role of a coach and in the self-study phase the role of a supervisor. Combining the phases in the best way possible is essential for the successful execution of a blended-learning course. It is also an ideal basis for implementing social media and social networking in class due to their collaborative approach. They can be used for supporting or replacing learning management systems, for maintaining activities and for supervising students' activities and the results of the course.
4 CONCLUSIONS

Learning spaces will change in future – traditional classrooms will turn into experimental labs, virtual classrooms and e-learning tools will make the educational process flexible, social media will foster exchange and networking and teachers will have multiple roles: working as coaches and moderators by guiding students through their learning experiences. New technologies will extend a teacher's traditional job profile to a huge extent and teachers have to be prepared for this challenge. Hence, the course #Teaching2030 provides essential skills and competences for opening doors to new spaces. An expected impact of the final course is the implementation within teacher training programs at tertiary level. As the course (16 ECTS) offers an additional final assessment (4 ECTS) it can be accredited at the respective institution. While the cBook can be used as a MOOC all over Europe, the iLab guarantees that the course can be changed according to the needs and topics of the single university.

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