An investigation of the views of football trainers regarding distance (online) mental training

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Abstract

As the alternative and support to traditional face-to-face education, which requires being in the same place at the same time, distance (online) education practices, which enable to be at the same time but in different places, have become widespread. This research aimed to determine the views of the football trainers regarding distance mental training, the problems they experienced and their suggestions. The research was designed within the framework of qualitative research approach and was conducted using case study pattern. The study group of the research was composed of eight football trainers who were selected using convenience sampling method and volunteered to participated in the study. The trainers were made to participate in distance mental training for eight weeks, and then a semi-structured interview form with three open-ended questions was used as the data collection tool. The data collected at the end of the interviews were analyzed using the content analysis technique and presented with direct quotations. According to the views of the football trainers, the most positive aspects of distance mental training were; quality education, establishing effective communication, and seeing it as a different experience. The most fundamental problems of distance mental training were presented as; time and communication problems. The suggestions of the trainers regarding distance mental training were classified as; better planning, higher quality communication, and having an improved student understanding. It is thought that this study will be preliminary for further studies and will be an inspiration for the trainers who want to receive distance mental support.

Keywords: Football, trainer, distance (online) education, mental training

1. Introduction

Education and training is a process performed together with the community because people learn what they learn from the family, circle of friends, books and magazines, school, social media, and virtual environments via the internet. In other words, education

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is community work, as knowledge and skill development is achieved with the help and support of others. Therefore, the extraordinary situations experienced within the communities directly affect the education sector, just as every other sector.

All sectors around the world have been negatively affected by the Covid-19 pandemic. One of these sectors is the education sector. In order to stay away from the virus, it has been recommended by scientists not to enter indoor places but to use a mask in case of entering these places and exit as soon as possible. For this reason, schools have been kept closed most of the time during the pandemic process. Students participated in distance education through television and the internet.

Any person who wants to do his activity well must first evaluate his basic health. Then there is a widespread opinion that he needs to take positive steps to correct the shortcomings and develop the physical and mental requirements necessary for his task. (Gümüşdağ&Kartal, 2019). One of the most important factors affecting the development of sports culture within a country is education. Therefore, the education of sports people should be built upon scientific and philosophical foundations. Considering the lifelong learning needs of sports people, federations and clubs should invest in education phenomenon because together with the development of information and communication technologies, significant changes and related problems have been experienced in the field of education, just as in every field.

It is aimed to find solutions to the changes and problems arising within education systems through systems based on information and communication technology. One of these systems is distance education. Distance education is an education system model in which teachers and students do not have to be in the same places, and education and training activities are carried out thanks to information and communication technologies (İşman, 2011). An education model called distance education has emerged from the beginning of 1990s due to the widespread of the internet.

Distance education is an interdisciplinary field that aims to eliminate the limitations between the learner, the teacher and the learning resources, and uses existing technologies with a pragmatist approach so as to achieve this aim (Bozkurt, 2017). Such an education model has been one of the main features of the globalizing world. Today, thanks to the widespread of the internet network, people who are hundreds or even thousands of kilometers away from each other are able to communicate with each other both visually and audibly.

The basic idea beneath distance education is quite simple: Teachers and students are in different places for all or most of the teaching and learning time. Since they are in different places, they depend on communication technologies in order to be able to interact with each other (Moore &Kearsley, 2005). This dependency is the dependency on the technological developments that have accelerated the pace with the informatics revolution, which is the biggest cause of global change after the Industrial Revolution.

Indeed, technological developments not only facilitate human life but also help those who wish to improve themselves in their professional lives.

Mental training is a special type of training that aims to increase the performance and well-being of any sports person involved in the sports environment. The basic idea of mental training is that a few scheduled hours are required to be able to acquire mental tactics, just as in physical preparation. Accordingly, it may be appropriate to organize a training session once a week (Dosil, 2006). Since mental training is another aspect of coaching athletes, the term mental coach should be used (Cohn, 2006). Mental coach is a counselor dealing with the psycho-social aspects in sports for the sports person.

For these experts, consultation is a formation of learning. In other words, it is not just a task that happens in a second, but a process of interaction in which a series of related formations and developments come into existence over a period of time. This formation takes place in a social environment created by the counselor and the counselee (Tan, 1992).

2. Method

2.1. The Purpose of the Research

The main purpose of this research was to determine the views of the football trainers regarding distance mental training, the problems they experienced during these trainings, and their suggestions for sorting out these problems.

In accordance with this main purpose, the answers to the following questions were sought:

(1) What are the positive aspects of distance mental training according to the views of the football trainers?

(2) What are the problems experienced in distance mental training according to the views of the football trainers?

(3) What are the suggestions in order for distance mental training to be more efficient according to the views of the football trainers?

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2.2. Participant (subject) characteristics

The study group of the research was composed of 8 football trainers living in various provinces of Turkey and holding UEFA License A and License B. The study group was formed by using convenience sampling method, which is one of the non-probability sampling methods that are used in qualitative research. Through this sampling method, the researcher selects a sufficient number of samples for the study group from the available and easily accessible samples (Güler et al., 2013).

2.3. Research design

This research was planned according to qualitative research approach, in which a process is followed in order to reveal the phenomenon in their own environment with a realistic and holistic perspective. Therefore, case study method, which is an in-depth investigation of one or more situations (setting, individuals, events, processes, etc.), was used in the research. In this method, it is focused on how the factors related to a situation influence the related situation and how they are influenced by the related situation (Yıldırım&Şimşek, 2013). The research was carried out in accordance with the principles of the Declaration of Helsinki, but ethics committee approval was not obtained because it was not experimental and only used questionnaire form.

2.4. Data Collection and Analysis:

Mental training regarding training as a profession was performed with four trainers holding UEFA License A and four trainers holding UEFA License B by the researcher for a period of eight weeks. These trainings were held simultaneously (synchronously) one day in each week through ZOOM program, and they lasted for an average of 60 minutes. The trainers were informed about the subject before the training every week, and they were asked to be prepared for the training. A WhatsApp group was created, including the researcher, Dr. Ersin Afacan, and communication was provided in this way. PowerPoint presentations of the trainings were sent by the researcher through the WhatsApp group following each training and thus, they were delivered to the trainers. The weekly topics created by taking the opinions and wishes of the participating trainers into consideration are as follows:

1. Introduction to Training Profession

2. Professional Ethics

3. Attitude towards Criticism

4. Pre-Match Locker Room Speech

5. Halftime Locker Room Speech

6. Trainer Attitude During the Match

7. The Relationship between Religion and Sports

8. Training Philosophy

A semi-structured interview form was used as the data collection tool in the research. There were three open-ended questions in the interview form developed by the researchers. These questions were determined as a result of the pilot study, taking the expert views into account. In this way, it was also aimed to provide the content validity and face validity of the interview form. The questions asked to the football trainers participating in the research following the distance training process are as follows:

1. What are the positive aspects of distance mental training you have received?

2. What are the problems you have experienced during distance mental training?

3. What are your suggestions in order for distance mental training to be more efficient?

The data obtained as a result of the research were analyzed with the content analysis approach. Content analysis is defined as a systematic and replicable technique in which some words of a text are summarized with smaller content categories through the coding that is based upon certain rules. By using this technique, it is aimed to determine the existence of certain words or concepts within a text or a set of texts. Researchers identify and analyze the existence, meanings, and relationships of these words and concepts, and make inferences regarding the messages within the texts (Büyüköztürk et al., 2010).

Data analysis

Descriptive analysis method was used in the analysis of the research data (Yıldırım&Şimşek, 2013). The data obtained from the forms were first transcribed into the Office program, and then they were read several times and coded.

3. Results

The participants were selected from actively working football trainers. While determining the participants; their gender, age, duration of working as a trainer, and license level were taken into consideration. During the analysis, the participants were coded as T1, T2, T3, ……, T8. Demographic characteristics of the trainers participating in the research are given in Table 1.

Table1. Demographic Characteristics of the Football Trainers (N=8)

Demographic Characteristics	N	%
Age		
37-39	4	50
40-42	1	12.5
43-45	3	37.5

Total	**8**	**100**
Educational Status		
High School	4	50
Undergraduate	4	50
Total	**8**	**100**
Professional Seniority		
4	2	25
5	2	25
7	2	25
10 and above	2	25
Total	**8**	**100**
License Type		
UEFA B	4	50
UEFA A	4	50
Total	**8**	**100**

When the study group was examined, it was revealed that 50% (f=4) of the trainers were between the age range of 37-39, whereas 12.5% (f=1) were between the age range of 40-42, and 37.5% (f=3) were between the age range of 43-45. Therefore, it could be understood that the trainers, the youngest of whom was 37 and the oldest was 45 years old, were a homogeneous group close to each other in terms of age. According to educational status; it was found that 50% (f=4) of the trainers were high school graduates, while the remaining 50% (f=4) were undergraduates. In terms of professional seniority; it was seen that 25% (f=2) of the trainers had 4 years, 25% (f=2) had 5 years, 25% (f=2) had 7 years of professional experience, whereas the remaining 25% (f=2) had professional experience of 10 years and above. Finally, it was revealed that 50% (f=4) of the trainers in the study group were holding UEFA License B, while the remaining 50% (f=4) were holding UEFA License A. When all these characteristics were considered, it could be seen that the study group of the research was a homogeneous group.
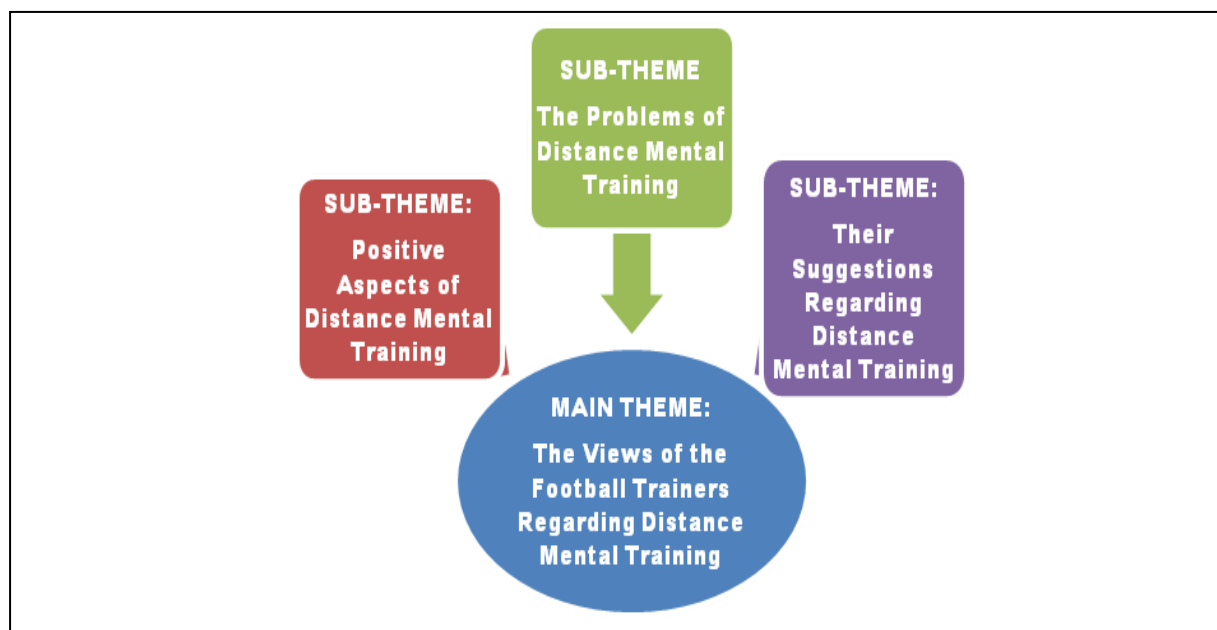

Figure 1. Investigate the Views of the Football Trainers Regarding Distance Mental Training

In Figure 1, the themes obtained according to the data of the research were presented. During the theme creation phase, all documents were read and sub-themes were created independent of each other. According to the opinions of football coaches classified under one main theme and three sub-themes as a result of the analyzes, "The Opinions of Football Coaches on Distance Mental Training"; Sub-themes of "Positive Aspects of

Distance Mental Education", "Problems of Distance Mental Education" and "Suggestions for Distance Mental Education" emerged.

In this section of the research, the questions given in the interview form were grouped according to the sub-problems of the research, and the findings were presented according to the themes and sub-themes. In the research, the questions created to "Investigate the Views of the Football Trainers Regarding Distance Mental Training" were classified under one main theme and three sub-themes.

Table 2. The Views of the Football Trainers Regarding the Positive Aspects of Distance Mental Training

Theme	Sub-Theme	Code	Participants	f
The Views of the Football Trainers Regarding Distance Mental Training	Positive Aspects of Distance Mental Training	Quality Education	T1, T2, T3, T4, T5, T6, T7, T8	8
		Daily Topics	T1, T3, T5, T6, T7	5
		Communication	T1, T2, T4, T5, T6, T8	6
		Making a Circle of Colleagues	T1, T2, T5, T6	4
		Different Experience	T2, T3, T4, T5, T7, T8	6
		Economic	T3, T4, T7, T8	4
		Total		**33**

In Table 2, when the views of the football trainers (participants) regarding the positive aspects of distance mental training sub-theme (f=33) were examined, it was revealed that they mostly received quality education (f=8), the topics in the seminar involved up-to-date information (f=5), ideas and experiences were discussed among the participants, and effective communication was established (f=6), they had the opportunity to meet their colleagues working in different regions, and they made new circle of colleagues (f=4), they normally received face-to-face training until the pandemic process and had different experiences with the distance training period during the pandemic (f=6), and the distance training they received was advantageous both in terms of time and economically (material). Some remarkable statements of the participants are presented below.

"Considering the limited opportunities of the pandemic process, it was a quality and enjoyable education. Thinking from a professional point of view, the topics of the training were those that would always be up-to-date…" (T1);

"The distance training we received was very productive. Since the topics we learned over ZOOM were based on theoretical lessons, we saw that they could be effective as if we

learnt them face-to-face. It was a different experience as it was my first time doing it. I also met new colleagues." (T2);

"The cost of such an education is low. In face-to-face trainings, transportation and accommodation fees are paid in order to go to the training place. There is no such thing in distance education……there was a lot of interaction, and everyone was able to take the floor and speak enough." (T3);

"Distance education is more practical and economical compared to face-to-face education in terms of using the time effectively. I think that it is much more useful in today's pandemic conditions because we were able to attend the training from wherever we wanted through a mobile phone or computer. We also took advantage of the small number of groups. Thus, we could speak enough." (T4);

"Effective communication environment was created. It was a positive organization in terms of time and space. Our access to information has accelerated… Thanks to social interaction, the seeds of new friendships were spread. The content of the training was high quality and up-to-date." (T5);

"…I met new friends as trainers. We exchanged ideas on various issues. I had the very first experience of learning live on the Internet. The presentations were effective, the narrations were fluent, and the discussions were helpful." (T6);

"We got new information about our profession. With my colleagues, we interpreted educational issues and had various different perspectives. The fact that it was a dialog-style education was really beneficial in this respect. I got this training from my home. If it was face-to-face, I would change the place. Therefore, I would spend time and money for that." (T7);

"Although the training was from a distance, I had the opportunity to discuss and brainstorm with my colleagues at the same time. I was able to immediately ask any question that came to my mind about the topic and get feedback… I was connected to the training from wherever I wanted. If we had this training face-to-face, we would have to go somewhere. Thanks to distance education, there was almost no waste of time." (T8)

Table 3. The Views of the Football Trainers Regarding the Problems of Distance Mental Training

Theme	Sub-Theme	Code	Participants	F
The Views of the Football Trainers Regarding Distance Mental Training	The Problems of Distance Mental Training	Time	T1, T3, T6	3
		Communication	T1, T2, T3, T4, T5, T6, T7, T8	8
		Awareness	T2, T5	2
		Total		**13**

In Table 3, when the views of the football trainers (participants) regarding the problems of distance mental training sub-theme (f=13) were examined, it was found that the course duration (time) in the seminars was insufficient (f=3), they experienced internet cutoffs and problems in connecting to the internet, the mutual question-answers were short and just superficial due to the limited course time, and they mostly had problems in communication (f=8), and some participants were not aware of the importance of the topics included in the seminars (f=2). Some remarkable statements of the participants are presented below.

"It could have been longer in terms of course time. Twice every week, or 100 or 120 minutes in terms of lesson time because sometimes the time was not enough. Conversations had to be short." (T1)

"Short-term Internet cutoffs experienced in distance education caused us to miss what was taught in that short period of time. Presentations and the videos shared were not very clear because we were connected by mobile phones. This caused some difficulties in grasping the topic." (T2)

"…sometimes we had problems with the internet and could not connect, but this was not always a problem.", "Once, my internet was cut off, and I couldn't connect until it came back again.", "…we experienced problems in terms of the quality and speed of the internet." (T3, T4, T6)

"Some participants were not aware of the importance of the organization……the inequality in speaking duration…" (T5)

"We realized the inadequacy of some participants in terms of using technology and the importance of using technology. For example, they could not turn off their sounds, and the sounds in their settings were reflected to the lesson." (T8)

Table 4. The Views of the Football Trainers Regarding Their Suggestions for Distance Mental Training

Theme	Sub-Theme	Code	Participants	f
The Views of the Football Trainers Regarding Distance Mental Training	The Suggestions Regarding Distance Mental Training	Planning	T1, T2, T4, T5, T6, T7, T8	7
		Communication	T2, T3, T4, T5, T7	5
		Studentship	T3, T4, T5, T6, T8	5
		Total		**17**

In Table 4, when the views of the football trainers (participants) regarding their suggestions for distance mental training sub-theme (f=17) were examined, it was

revealed that the contents of the topics, PowerPoints, videos, and guests included in the seminars should be pre-planned (f=7), quality communication should be provided through active participation of participants (f=5), taking notes just like a student, coming to the lesson prepared beforehand, taking exams at the end of the lesson so as to determine whether the topic is understood or not should be ensured (f=5). Some remarkable statements of the participants are presented below.

"…I think it would be more appropriate for the main topics of the training to be determined at the beginning of the training, not during the weekly process." (T1)

"Each participant, if possible, should be asked to attend the training and comment on the topic." (T2)

"Participants can be made to take notes during the lessons. It may even be mandatory to have a notebook because when you don't write, the topics can be forgotten. At the beginning of the lesson, a good summary review of the previous week would be helpful in terms of reinforcing the information. A short oral exam can be given at the end of each week. Participants can be asked one question each to be able to measure what they have learned regarding the topic of the day. In addition to this, if an overall exam is held at the end of the seminar, it will be clearer what we have or haven't learned." (T3)

"Research topics can be assigned to the participants in order to do research on the topic of the day to accompany our teacher during the lessons. Before moving on to the topic of the day, the topic mentioned before can be summarized, and even a participant can do that. This is how we remember the previous topic." (T4)

"…Inviting guests to the training….using headphones and backdrops." (T5)

"… In order to make the participants more effective, they can be given homework or tasks, and they can be made to be prepared for the topic of the week." (T6)

"…Groups of two participants each can be created and these groups can be assigned homework for each lesson. They can also share their homework with their friends during the lesson." (T7)

"Not only lesson notes including text content, but also many more videos with the content that can attract the attention of the participants both visually and audibly should be presented. For example, a quiz should have been held every week after the end of the topic, and a general exam after the 8-week period should have been made for us. Therefore, what was learned in distance education could be determined explicitly. …The trainers with weak technology knowledge may have difficulties. For this reason, fundamental technology knowledge should be checked in advance." (T8)

4. Discussion

Regarding the football trainers, whether distance mental training will have a positive or negative effect seems to keep the football agenda engaged. Such questions as "Will the distance education performed on a computer or mobile phone screen replace face-to-face education performed at federation facilities? Or, will it be carried out as hybrid education together with the traditional education system?" will keep on being among the issues discussed not only by the Turkish Football Federation, but also by the federations of many other countries.

Mental support activities to be presented to football trainers through distance education require special instructional methods. In addition to this, it is important for the success of distance education to provide interactive communication among the participants intensively. It can also be stated that many trainers will be able to benefit from quality trainers thanks to distance education.

Therefore, it can be anticipated that the lifelong learning processes of trainers will be strengthened thanks to distance mental training. Besides, through distance education, the football federation will be able to provide its trainers with faster and more economical trainings. For this reason, the Turkish Football Federation can quickly switch to a blended, or hybrid education model, by providing on-field practical courses as well as distance (online) courses.

This research is one of the first studies on the football trainers and distance mental training in this field. Conducting similar studies will help to better understand this issue.

5. Conclusions

This research aimed to determine the views of the football trainers regarding distance mental training, the problems they experienced and their suggestions. In accordance with this purpose, eight football trainers voluntarily participated in the research. As a result of the analysis of the data obtained, one main theme and three sub-themes were created. These were classified as; the main theme of "The Views of the Football Trainers Regarding Distance Mental Training", and the sub-themes of "The Views of the Football Trainers Regarding the Positive Aspects of Distance Mental Training", "The Views of the Football Trainers Regarding the Problems of Distance Mental Training", and "The Views of the Football Trainers Regarding Their Suggestions for Distance Mental Training".

When Table 1 was examined, it was concluded that this study, which investigated "The Views of the Football Trainers Regarding the Positive Aspects of Distance Mental

Training", revealed there were many positive aspects of distance education. According to the trainers, the most positive aspect of distance mental training was that it was a quality education. Supporting this situation, the reinforcing features such as dealing with current issues, establishing effective communication, seeing it as a different experience, making a new circle of friends, and being economical were also expressed by the trainers participating in the research.

In the study conducted by Fakazlı et al. (2021), it was concluded that the distance education process was advantageous and effective for the academic staff due to the fact that the theoretical courses were efficient, the distance education provided comfort in terms of space and time, and they acquired new outcomes in this process. Accordingly, it could be said that the views of the participants who received distance education exhibited similar results with the current research. Furthermore, Duman (2020), Erfidan (2019) and Özgöl et al. (2017) also stated that most of the teacher candidates regarded distance education positively, and that being independent from space and being able to repeat it were among the advantages of distance education. Başaran et al. (2020) also revealed in their study that the participants considered the distance education system, which was applied in order for education not to be delayed during the pandemic process, had beneficial aspects.

Table 2 involved the sub-theme of "The Views of the Football Trainers Regarding the Problems of Distance Mental Training". This study revealed that the football trainers acquired new technological outcomes during distance mental training but they also experienced various problems. According to the trainers, the most problematic aspect of distance mental training was the communication disconnections and cutoffs caused by the internet. In addition to this situation, it was also stated that there were such problems as the lack of time and the inability of some participants to realize the importance of the training. The most important application brought together by the pandemic process was the transition of education systems to the distance education settings in a short time, which was also desired in almost all over the world (Daniel, 2020). Moreover, it is known that not only during the pandemic but also before the pandemic, there were also problems about internet connections. In the study by Gürer et al. (2016), which examined the views of the academic staff lecturing online before the pandemic period regarding distance education, the participants stated that they had problems with internet connection from time to time. In the research by Kurtuncu and Kurt (2020) entitled "The Problems of Nursing Students About Distance Education During the COVID-19 Pandemic", though a different study, the majority of the students who participated in the research expressed that universities experienced problems with their infrastructure related to distance education and internet access. In this sense, it could be said that the views of the participants who received distance education exhibited similar results with the current research. In their study, Berge and Muilenburg (2000) more explicitly described the perceived barriers to distance education, which included

organizational resistance to change, lack of shared vision for distance education within the organization, lack of strategic planning for distance education, slow implementation speed, and the difficulties in keeping up with the technological changes. In summary, it could be said that there were problems with internet access as a result of the transition to distance education in all areas during the pandemic process. Başaran et al. (2020) stated that there were such problems in distance education as limited interaction, not being able to participate actively in the lesson, not being appropriate for individual differences, and not being able to join the lesson due to technical problems, etc., and that the distance education system needed to be developed and improved in terms of infrastructure, inequality of opportunity, content, and materials.

Table 3 involved the sub-theme of "The Views of the Football Trainers Regarding Their Suggestions for Distance Mental Training". The football trainers suggested that the mental training activities should be better planned and enriched, especially in terms of topic content, PowerPoint, and videos. Besides, communication-related suggestions such as having guest participants and being informed about the use of technology in advance were also presented. According to Weinberg et al. (2012), developing a quality mental training program using the distance (online) education on the internet was a way to remove or at least reduce the barriers that prevent the masses from accessing such services. In addition to all these, the suggestions about studentship such as assigning homework and keeping lesson notes were also made. Fakazli et al. (2021) stated that it was very important for universities to develop their infrastructure regarding the distance education system, as well as allowing the use and development of alternative programs in terms of the quality and functioning of education. Perreault et al. (2002) revealed that there were some significant factors for the successful delivery of distance education courses, among which were the use of new instructional approaches and the role of the instructor as a facilitator while teaching distance education courses. Corry (2008) expressed that course design, content, and instructor and support systems were the main components to be taken into consideration when evaluating the quality of a distance education course (as cited in McClary, 2013). Husson (2002) stated that it was important to recognize the needs of students and find effective ways to facilitate the learning process for better quality internet-based distance education. Elias (2010) presented eight universal instructional design principles of quality distance education courses. Some of these were the accessibility of the content to all students (fair use), the availability of the content in multiple formats (flexible use), the enrichment of the content with descriptors, footnotes, captions and guests (perceivable information), the use of multiple communication methods to increase attendance (student community and support), sending regular reminders and questions to students, and communicating with the students and involving them in the education process (teaching environment).

Together with the observation that distance education had many social, individual and economic benefits within the education system, it could be said that it also had some

limitations and difficulties (Eygü&Karaman, 2013). However, diversifying the instructional materials and tools that could be used in the courses during the distance education process, being able to use different applications, or increase the efficiency of the course with different materials would positively affect student achievement in distance education. Especially the communication and interaction of the instructors (academic staff, teachers, course administrators, etc.) with the students would be extremely significant in the distance education process (Duman, 2020).

The recommendations developed for an effective and efficient distance mental training group work based on the existing information and research results regarding distance education can be presented as follows:

1. Groups should be composed of as few trainers as possible. In this way, every trainer can have adequate time for speech.

2. A certain rule should be determined for the speaking time of the trainers during distance education.

3. The groups should consist of the trainers of the same level. In other words, they should be homogeneous. In this way, they can understand each other better.

4. The topics chosen for distance mental training should be appropriate for the wishes, expectations, levels, and requirements of the trainers.

5. The trainer who manages the distance mental training should not only exhibit the narrator characteristics. The group work is required be conducted on the basis of dialogue, not monologue.

6. The trainer should be a good moderator during the distance education process and take on the role of effective guide and counsellor.

7. The trainer should observe the trainers participating in the mental training very well and ensure the active participation of each trainer within the process.

8. The trainer should prevent the emergence of competitive environments that may lead to the incidences of the attitudes involving such negative emotions as envy and jealousy, which may occur among the participants.

9. The trainer should support the attitudes based on cooperation, sharing and solidarity during distance education and make suggestions regarding the significance of positive behaviors.

10. The performance of each trainer within the group should be evaluated both verbally and in writing.

11. The trainer should conduct group work within a certain plan and program in order to use the time more effectively.

12. Due to the fact that a lesson hour on ZOOM is 40 minutes, a maximum of 2 sessions, that is to say, a total of 80 minutes should be allocated for a certain topic.

Acknowledgements

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