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Advancing Higher Education in Maldives
Through
E-learning Development

AM𝑒D

2.2 Study materials prepared

EXECUTIVE SUMMARY

This document contains the study materials designed by the partners for the AMED Study Programme on the basis of the structure and procedures agreed upon and presented in D2.1. The deliverable 2.2 presents an overview of the essential information regarding the study materials in the main body of the document, while the content elaborated for the Study Programme is reported in corresponding annexes.

Deliverable and annexes thus include:

a) the teaching materials (facilitators' guide for the Study Programme) which present the facilitator's tasks organised per module. It details all the activities to be performed before the beginning of the programme and during its delivery. Some recommendations are general and are repeated in each module, others are specific to a module. Modules 3 and 4 also provide tools for the facilitators. The teaching materials are included in Annex 1.

b) the learning materials that comprise:

- the content elaborated for each module and capstone project. Each module includes an overall introduction, activities, planning, tasks, resources, assessment and badge awarding criteria.

  Module 1 presents an insight into basic e-learning concepts, trends and culture and is targeted to both decision-makers and lecturers. Module 2 for decision-makers introduces the major categories/concepts that need to be addressed in managing and leading e-learning at the faculty and institutional level. It also guides the decision-makers in planning, managing, implementing and providing quality e-learning with hands-on activities.

  Module 3, addressed to lecturers, contributes to the development of the MNU blended learning strategy providing clues to introduce blended learning into the lecturers' courses and guiding them in the design of a competency-based blended learning activity. Similarly, Module 4, also targeted to lecturers, provides them with the necessary competences to assume a new role, define and implement a communication and assessment strategy, and finally, implement activities on a Moodle Learning Management System.

  Each Capstone project is presented including milestones, assessment and badge awarding criteria. Capstone project 1, targeted to decision-makers, guides them in developing an action plan to implement e-learning at the faculty/institution. Capstone project 2, aimed at lecturers, leads them in elaborating a blended syllabus, aligning learning outcomes, methodologies, and assessment in a blended learning activity, using Moodle and/or other ICT tools and designing formative and summative assessments for blended learning activities.

  The contents of the aforementioned modules and Capstone projects are included in Annex 2.

- the Handbooks containing resources and tools related to each module. Information on the principles, format, platform, and development procedure is provided in the corresponding section. These handbooks are organized around the modules Foundations of e-learning, E-learning Leadership and Management, Designing Digital Learning and Networked Teachers. A set of tools that can be used to enhance the teaching and learning process in an e-learning environment is also presented.

CONTENTS

STUDY MATERIALS

Teaching materials

The teaching materials, included in the facilitators' guide, are addressed to guide and assist the facilitators throughout the programme. They include general hints along with concrete indications on what to do before the start of the module, at the beginning of it, during it and at the end. Tools to be used by the facilitators are also provided.

The teaching materials which contain the Guidance for facilitators are reported in Annex 1.

Learning materials

This study programme is made up of two learning pathways:

- The first learning path is made up of 2 modules (M1 and M2) and 1 capstone project (CP1). The capstone project is a practical activity which provides course participants with the opportunity to put into practice the competences developed in the modules.
- The second learning path has 3 modules (M1, M3, and M4) and 1 capstone project (CP2). The Capstone Project 2 requires course participants to design a blended learning activity/learning experience blueprint/prototype including the facilitation plan and its implementation.

Study modules and materials

Module 1 - Foundations of e-learning
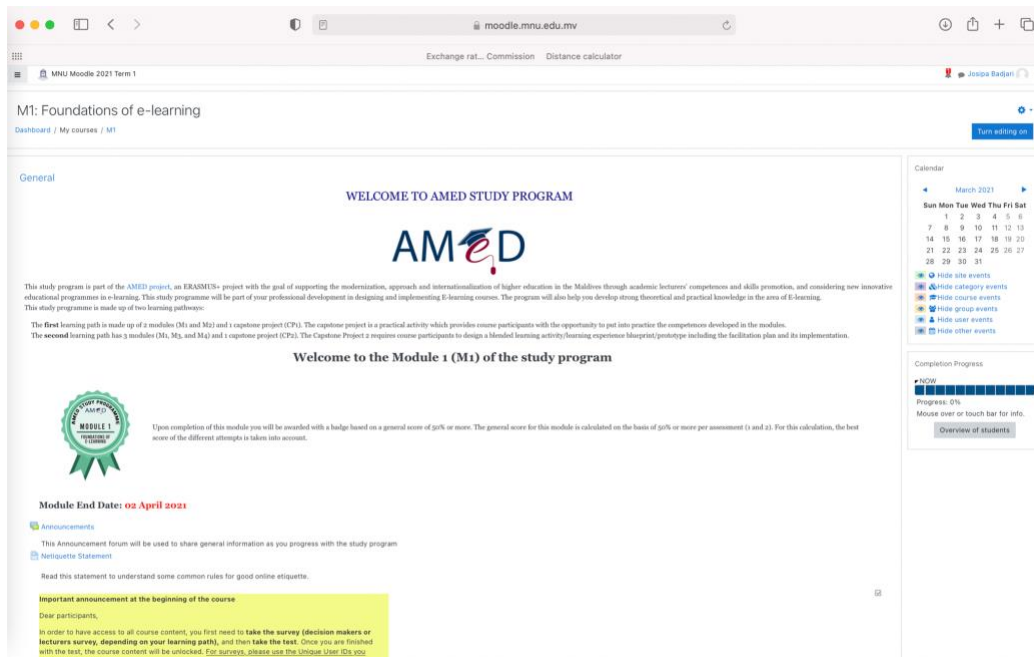
Figure 1 Homepage of Module 1 - Foundations of e-learning

Module description

Introduce participants with module structure as a basic foundation for e-learning.

The intention of this module is to give participants a short insight into basic e-learning concepts, trends and culture. Furthermore, inform them of competences and learning outcomes which will be developed in the module.

Introduce participants to assessment activities planned in this module. Each assessment activity corresponds to the specific learning outcome.

Main goal of the module is to contribute to the understanding of the basic concepts of e-learning, with a special emphasis on the university level, as well as an introduction to the following modules which will utilize theoretical aspects of this module in their activities.

Competences

- Comprehend the use of contemporary pedagogical, cultural and technological aspects in e-learning context for higher education

- Define possible implementation characteristics for an e-learning study programme, including applicable regulations

Learning outcomes

- Explain how contemporary changes in society impact on motivation and e-learning culture in the context of higher education.

- Describe the difference between a student and teacher oriented approach.

- Clarify differences between competences and learning outcomes and identify both for a course.

- Select suitable technologies and e-learning activities for given assignment.

- Analyze advantages and disadvantages for given examples in the context of e-learning types and business models.

- Identify proper use of regulations and ethical norms in higher education.

The content of Module 1 is reported in [Annex 2](#)

Module 2 - Leadership and Management of e-learning

Figure 2 Homepage of Module 2 - Leadership and Management of e-learning

Module description

Successful e-learning implementation occurs only when e-learning is an integral part of institutional vision for learning. This module introduces decision makers to the major categories/concepts that need to be addressed in managing and leading e-learning at faculty and institutional level. It further guides the decision makers in planning, managing, implementing and providing quality e-learning with hands-on activities.

E-Learning includes the exploration and use of diverse ICT strategies and tools to expand teaching and learning possibilities in ways that lead to improved student learning outcomes. There needs to be cohesion across all elements of e-learning planning to ensure that infrastructure and resources are used to re-conceptualize teaching and learning, in order to maximize the benefits of the digital age.

<u>Module 2's aim and contents</u>: Being an e-learning leader, this module will assist you to be competent in evaluating the need for technology integration in education on a strategic level and lead for change. Furthermore, this module will ensure that you develop the competency of

planning and overseeing actions for successful implementation of e-learning in higher education with the establishment of quality measures and standards to provide quality e-learning.

By the end of this module, it is intended that you will have deepened your understanding about the considerations that need to be undertaken to lead and manage e-learning at your faculty and institution as a whole.

The module covers topics such as leading and managing change, planning e-learning, managing resources, organising e-learning support and quality assurance in e-learning.

Competences

- Evaluate the need for the integration of technology in education on a strategic level, and lead for change.

- Plan and oversee actions for successful implementation of e-learning in higher education.

- Establish quality measures and standards to provide quality e-learning.

Learning outcomes

- Evaluate institutional / faculty readiness to change by identifying effective change management concepts.

- Examine the current context in relation to the institution's/faculty's strengths, weaknesses, opportunities and threats.

- Recognise the factors affecting successful implementation of e-learning in higher education.

- Estimate the availability of resources to be managed and types of support required for sustainability of e-learning at institutional/faculty level.

- Assess the current quality assurance tool considering the necessary quality measures and standards to provide quality e-learning.

> The content of Module 2 is reported in Annex 2

Module 3 - Designing digital learning
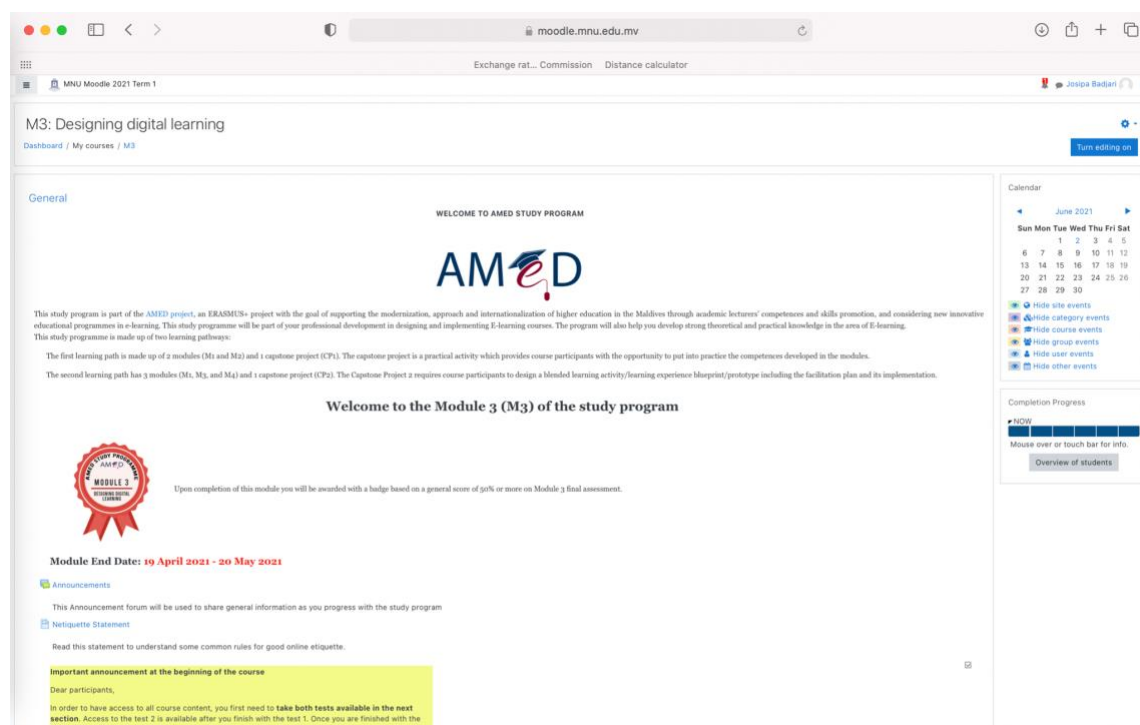
Figure 3 Homepage of Module 3 - Designing digital learning

Module description

This module is set up to contribute to the development of the MNU blended learning strategy. It is part of the development of your course, supporting your professional development (developing teacher competences), it provides clues to develop and introduce blended learning into your courses, and concludes with an advanced outline of a solution that will be further developed in the capstone project.

Module 3's aim and contents: This third module will assist you in the development of two main competences. You will learn to design a competency-based blended learning activity and to use a model with constructive alignment in blended learning design.

By the end of this module, it is intended that you will have deepened your experience in designing a blended learning activity identifying generic and/or specific competences; that you will have developed competences in designing focusing on the alignment of the learning outcomes, the learning methodologies, and the assessments; and that you will have acquired awareness of a meaningful use of Moodle.

The module covers topics such as Competency-based design, blended learning design: F2F / online, activity design, digital resources and constructive alignment.

Competences

- Design a competency-based blended learning scenario
- Apply constructive alignment in blended learning design

Learning outcomes

- Identify generic and/or specific competences for a blended activity.
- Align learning outcomes, learning methodologies, and assessment in a blended learning activity.
- Select a blended learning model according to contextual circumstances and learning needs.
- Design a blended activity based on a meaningful use of Moodle and/or other ICT tools

The content of Module 3 is reported in Annex 2
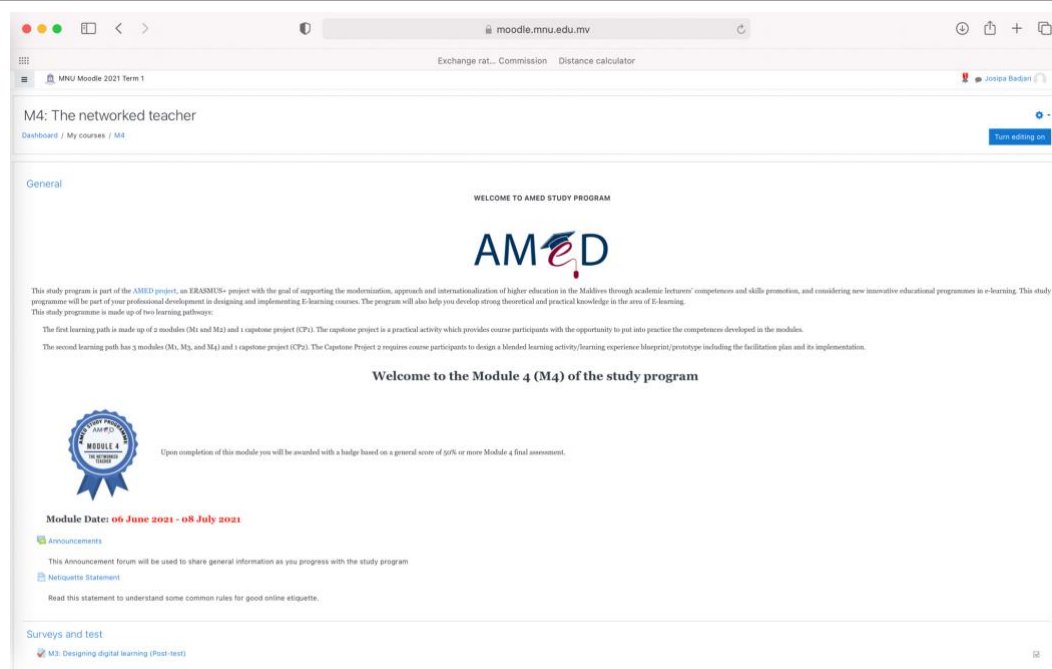
Figure 4 Homepage of Module 4 - The networked teacher

Module description

This module, just as the previous one (M3), is set up to contribute to the development of the MNU blended learning strategy. It is a part of the development of your course, supporting your professional development (developing lecturer competences), it provides clues in the outline of a solution that will be further developed in the capstone project.

Although you will be designing your activity during modules 3 and 4, their outcome is only a draft of your blended activity. That draft will be a good start for the capstone project. During your capstone project you will finish to design and to implement your blended activity, and it will be ready to use by your students once you have completed it.

Module 4's aims and contents: This module provides you with the necessary competences to place yourself into your new blended learning lecturer role, to define and implement a communication and assessment strategy, and finally, to implement activities on a Moodle Learning Management System.

Competences

- Define a teaching strategy in a blended learning course.

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- Design a communication strategy for a blended learning course.

- Create assessment strategies for a blended learning course.

- Implement courses on the Moodle Learning Management System

Learning outcomes

- Identify own role in the blended learning course.

- Define a critical friendship with another lecturer(s).

- Design a synchronous and asynchronous communication strategy for a blended learning activity.

- Maximise digital tools affordance in a blended learning context.

- Design formative and summative assessment for a blended learning activity.

The content of Module 4 is reported in Annex 2
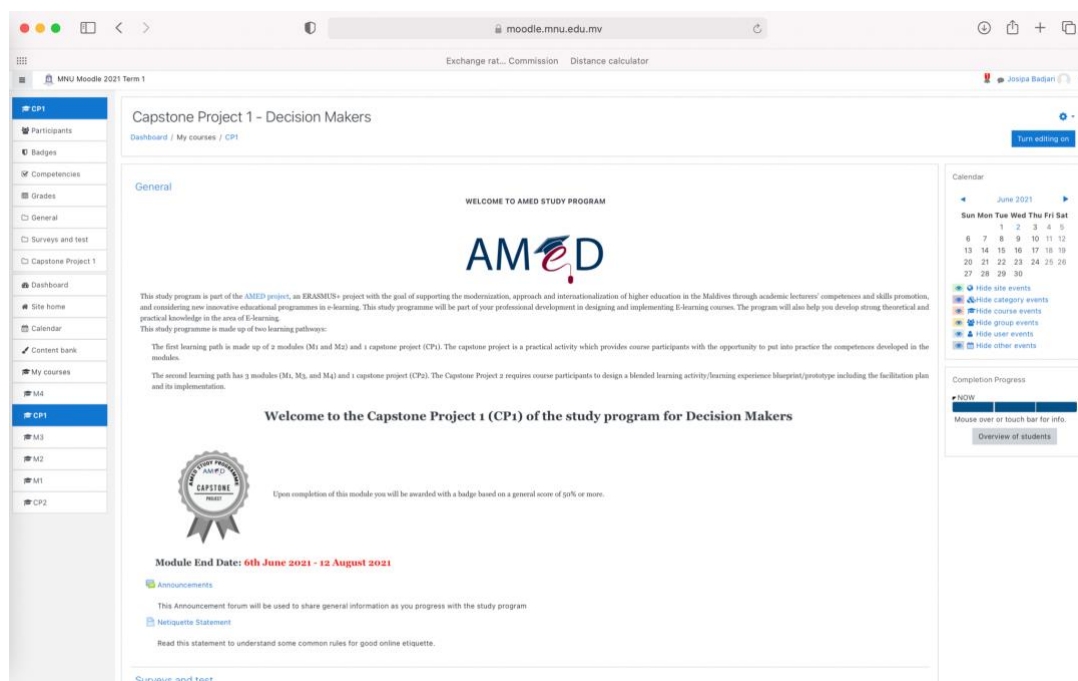
Capstone Project 1

Figure 5 Homepage of Capstone Project 1

Description

All participants are expected to conduct a capstone project during the course of the curriculum. The capstone experience is the final requirement of the e-learning course for decision makers. It is designed to help you integrate the learning delivered in Module 1 and Module 2 of the curriculum.

Through the completion of the tasks within the module - Leadership and Management of e-learning, you now have analysed your current context, identified missing support and resources within your institution/faculty for successful implementation of e-learning.

This project will guide you in developing an action plan to implement e-learning at your faculty/institution with respect to e-learning planning elements and your current context. The project needs to be carried out to achieve the following milestones:

- **Milestone 1:** Formulate an e-learning vision
- **Milestone 2:** Apply an e-learning planning matrix to determine your current stand in relation to elements of e-learning practice
- **Milestone 3:** Plan your actions to improve e-learning implementation at your faculty/institution
- **Milestone 4:** Identify required policies and/or amendments required to current policies to implement your action plan

When designing your capstone project, consult the University E-learning Roadmap (D 3.1), a strategic document supporting the development and sustainability of e-learning at MNU.

Learning Outcomes

- Formulate an e-learning vision for an institution / faculty in relation to elements of an e-learning practice.
- Develop an action plan to implement quality e-learning by identifying current institutional/faculty status in relation to the elements of e-learning practice.
- Examine required policies/procedures for sustainability of e-learning at faculty/institution with the recommendations of necessary amendments

Project Timeline

The duration of the project is 10 Weeks (50 hrs, 5hrs per week) and will progress according to the following timeline.

Activity	Duration (Weeks)	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10
M1: Formulate eLearning vision	2	███	███								
M2: Apply eLearning planning matrix to determine your current stand in relation to elements of eLearning practice	2			███	███						
M3: Plan your actions to improve eLearning implementation at your faculty/institution	4					███	███	███	███		
M4: Identify required policies and/or amendments required to current policies to implement your action plan	2									███	███

The content of Capstone project 1 is reported in Annex 2
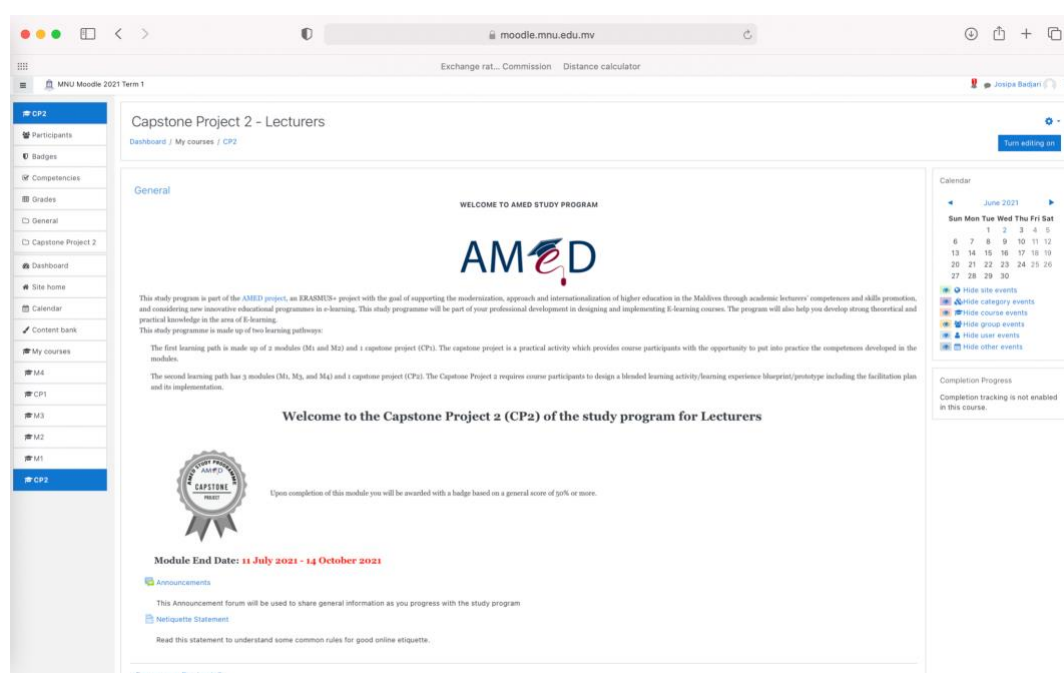
Capstone Project 2

Figure 5 Homepage of Capstone Project 2

Description

All participants are expected to conduct a capstone project during the course of the curriculum. The capstone experience is the final requirement of the e-learning course for lecturers. It is designed to help you integrate the learning delivered in Module 1, Module 3 and Module 4 of the curriculum.

In module 3 and 4 you have begun to outline an activity, the capstone project provides you with the space and time to develop this activity and deliver a complete design. You will reuse what you have done already in the past modules, review it and refine it.

There are 3 milestones in this project: The first one is the "Activity overview" where you have to explain the macro design of your activity; the second one is the "Micro design", where you detail each task and finally, the third one is the "Implementation", where you finish to implement your complete and reviewed blended learning activity on the Moodle learning platform and redact the materials and the plan for the F2F part of the activity.

This estimated workload to develop your capstone project is 65 hours.

Learning Outcomes

- Develop an outline of a blended syllabus highlighting the balance between synchronous and asynchronous learning.
- Align learning outcomes, learning methodologies, and assessment in a blended learning activity.
- Design a blended activity based on a meaningful use of Moodle and/or other ICT tools.
- Design formative and summative assessment for blended learning activity.

Project Timeline

The duration of the project is 13 Weeks (65 hrs, 5hrs per week) and will progress according to the following timeline.

Activity	Duration (weeks)	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13
Milestone 1	6													
Milestone 2	5													
Milestone 3	2													

The content of Capstone project 2 is reported in Annex 2

Study handbooks

Concept and development

Together with the conceptualization and co-design of the study programme, all partners agreed in starting developing the handbooks. They are organized around the 4 study programme modules, targeted first to the programme participants, and second to all MNU communities. Learning resources composing the handbooks are extensive, exceeding those mandatory for the programme, and covering a full range of best available and up-to-date information on the subject. Variety of experiences and practices are documented as a way to inspire change and innovation.

The discussion of all partners led to a set of decisions in terms of principles, format, platform, and development procedure as explained below.

PRINCIPLES

- **Digital:** digital support allows linking resources from the study programme and provides a flow between learning and supporting resources.
- **Accessible:** digital support of handbooks allows access anytime/anywhere.
- **Easy to update:** WordPress platform and the developed WordPress template makes the digital handbooks addition of new resources simple.
- **Flexible for navigation:** menus and tags provide different ways for handbooks consultation
- **Searchable:** digital format supports search functions for faster identification
- **Multimedia:** the digital format allows the integration of resources in different formats (text, video, audio, hypermedia)
- **Scalable:** the digital format provides easy ways to augment the handbooks
- **Sustainable:** collaborative & curated as the teacher may suggest the addition of new relevant resources that are curated by CETE (accepted)
- **Upgradable:** rapid changes in the subject areas that compose the digital handbooks requires constant revision (substituting outdated resources and adding current and relevant ones).

These handbooks are integrated as a digital collection of curated and annotated resources organized around the modules Foundations of e-learning, E-learning Leadership and Management, Designing Digital Learning and Networked Teachers. There is also a set of tools that can be used to enhance the teaching and learning process in an elearning environment. Lecturers can contribute and share useful resources through the toolbox.

PLATFORM

After studying different technology alternatives, "WordPress" was chosen as the platform for the

handbooks. It is open source, sustained by the community, customizable, and familiar to MNU technicians.

DEVELOPMENT

Concept: throughout the development of the modules of the study programme, relevant learning materials were identified and curated to be included in the handbooks. Both mandatory to the programme modules and suggested relevant additional resources were considered. Both the module and themes identified in the study programme needs analysis guided the selection.

Procedure: Curation in parallel with the modules elaboration (identification, descriptors-tags, id data-metadata)

Format: mashup

Platform: Wordpress and development of a specific template according to the principles and concept.

Mock up

Screen 1: first level organization
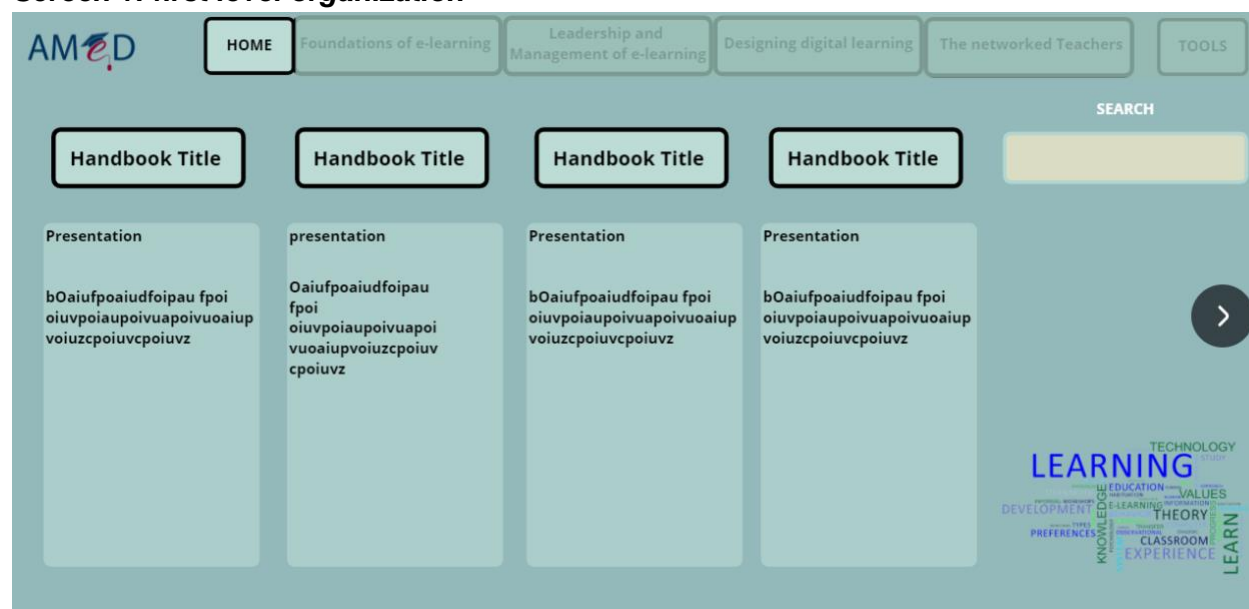
Screen 2: second level, module specific

<u>Handbooks structure and resources</u>

STRUCTURE

Foundations of e-learning
Resources introducing globalisation, e-learning culture, transition from traditional to e-learning, and basic concepts of e-learning, quality standards, competency based learning, types of e-learning activities and use of technology.

E-learning Leadership and Management
Resources presenting management leadership, staff development and organisational change, critical success factors of e-Learning implementation, evaluating e-learning systems quality evaluation and technology and student support services.

Designing Digital Learning
Resources deploying blended learning models, competency-based blended learning and assessment activities, e-tivities design and constructive alignment, blended learning cases and practices.

Networked Teachers
Resources covering the roles, responsibilities and tasks of a teacher focusing on facilitation and collaboration in online and blended learning, together with enabling digital tools.

RESOURCES

Additional resources can be added by the MNU Lecturers after login. The new resources will undergo an approval process led by CETE. Once approved they will be published on the handbooks.

The Handbooks are available at: AMED Handbook (mnu.edu.mv)

Screen 3: Online Handbooks
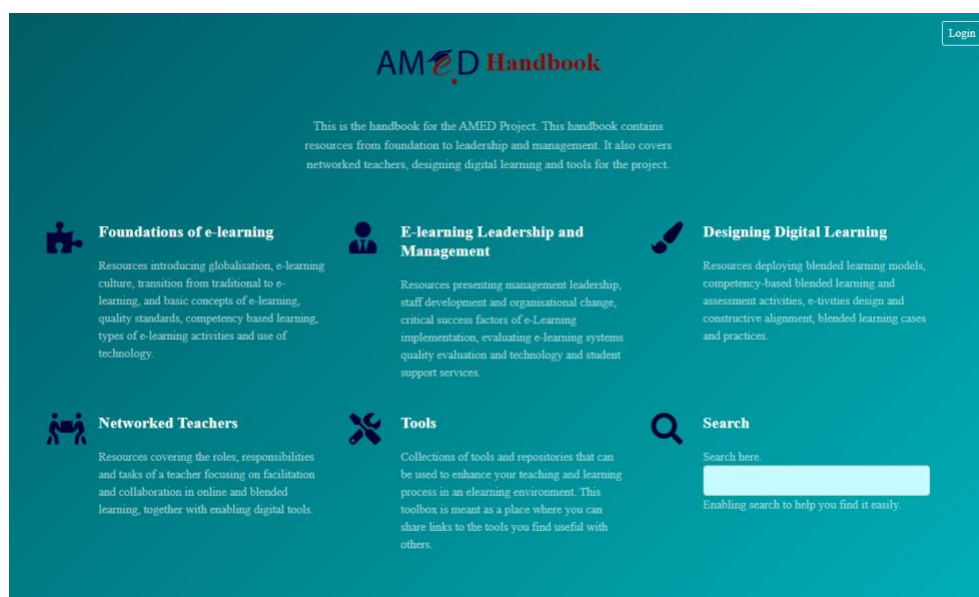
Training materials for facilitators

The extensive training programme targeted to facilitators and other support staff was conducted within WP3. The training plan for facilitators and the results are presented in detail in AMED result D3.3.

ANNEX 1 - GUIDANCE FOR FACILITATORS

Module 1 - Foundations of e-learning

Leader: FOI

General guidance

- Ask questions on the forum for each task.

- Moderate learners participation.

- Provide video tutorials (ie. for MindMap software, Google Docs,...).

- Short workshop with assignment example (ie. A4).

Before the module starts

- Before the module starts make sure that all participants are familiarized with the user's role in Moodle and they have a basic knowledge of how to use the Moodle system.

- Familiarise yourself with this module.

- Prepare the module timetable.

- Check if link resources are still active. If some of the links are not active replace it with an appropriate one.

- Verify that your correct contact information is present in the module.

- Be aware that this module is the only one that targets both groups of participants.

- Contact learners a week prior to the beginning of the module to remind them of the beginning of Module 1 and of the link to log in.

At the beginning of the module

- Check that all learners are present and have been able to log in to Module1.

- Instruct learners to carefully read all sections of the module topics.

- Be present in the "welcome to module 1" forum to answer questions and help learners in basic orientation.

- Check functionality of quizzes that will be used for assessments (there are two quiz assessments in this module).

- Emphasise the importance of interaction in the forums and encourage sharing of participant's experiences.

- Remind learners that they should search open topics before they create a new one related to a specific question.

During the module

- Be positive and encouraging, be concise and to the point.

- Moderate learners participation.

- Make sure no learners stay behind and contact the ones who do not participate to remind them of the importance of the forums and tasks.

- You can add a specific question/comment on a forum thread related to the question which is common for several participants.

- Do not post more than necessary so learners are not overwhelmed by messages.

- Pay attention to the participant's activity. If there are some participants who dominate discussions (too many posts) or enforce their point of view send them a private message and give suggestions related to communication policy.

- Provide general feedback on each task of the module.

- Encourage learners to reflect on what information they have been exposed to and share their experiences and reflections on the forum.

- Remind learners of the additional resources provided in each task, although they are not mandatory they can be useful to get a deeper understanding of a topic.

- Provide feedback on the first assessment before learners begin to work on their second one.

- The second assessment has open type questions that will require your timely feedback.

At the end of the module

- Thank learners for their participation in module 1.

- Based on participants' roles, introduce them to modules 2 or 3.

Module 2 - Leadership and Management of e-learning

Leader: MNU

Before the module starts

- Familiarise yourself with this module

- Check the timetable

- Double-check that the resources links are still active (if not you will find the author references and keywords in each resource to help you find new ones with similar information) and that they open in a different window (if not change the link option to "open in new window")

- Verify that your contact information is present in the module and correct.

- Contact learners a week prior to the beginning of module 3 to remind them of the beginning of M3 and of the link to login.

At the beginning of the module

- Check that learners are present and have been able to login to the module M2

- Remind learners to read carefully the following sections: "Module description", "Activity introduction", "Activity Plan" and "Instructions" before they start task 1.

- Be present in the "welcome to module 2" forum to answer questions and orientate learners.

- Confirm the assessments and the deadlines to hand them in.

- Emphasise the importance of interaction in the forums and encourage sharing your own experiences.

- Remind learners that they should make sure there is not an existing thread dealing with the topic they wish to address before they open a new one.

- Remind learners to read the netiquette statement and follow the instructions while online communications.

- Remind learners about the task path at every task before they start to attempt any task.

- Initiate a review activity/reflection activity of M1

During the module

- Be positive and encouraging, be concise and to the point.

- Moderate learners participation

- Make sure no learners stay behind and contact the ones who do not participate to remind them of the importance of the forums.

- You can add a specific question/comment on a forum thread if you feel many learners have not grasped a particular aspect of the module.

- Do not post more than necessary so learners are not overwhelmed by messages.

- Provide general feedback on each task

- Encourage learners to reflect on the information they have been exposed to and share their reflections on the forum

- Assist learners in the rationalisation and generalisation of the tasks they have accomplished (they will need to be able to apply these tasks and concepts to their professional needs)

- Remind learners of the additional resources provided in each task, although they are not mandatory they can be useful to get a deeper understanding of a topic.

- Remind learners that they will apply the learning outcomes achieved in this module in their capstone project

- Remind learners to attempt the assessment quizzes (Quiz 1 when they finish task 1 and task 2, Quiz 2 when they finish all the tasks of the module)

- Provide feedback for the answers for the assessment quiz as it will contain open-ended questions

- Analyse learners attempts and answers to the quizzes and discuss areas which learners are weak in discussion forums

At the end of the module

- Thank learners for their participation
- Introduce the capstone project 1

Module 3 - Designing digital learning

Leader: UOC

Before the module starts

- Familiarise yourself with this module

- check the timetable

- Double-check that the resources links are still active (if not you will find the author references and tags in each resource to help you find new ones with similar information) and that they open in a different window (if not change the link option to "open in new window")

- Verify that your contact information is present in the module and correct.

- Contact learners a week prior to the beginning of this module to remind them when the module begins and the link to log in.

At the beginning of the module

- Check that learners are present and have been able to login to the module M3

- Remind learners to read carefully the following sections: "Module description", "Activity introduction", "Activity Plan" and "Instructions" before they start task 1.

- Be present in the "welcome to module 3" forum to answer questions and orientate learners.

- Confirm the assessment and the deadlines to hand it in.

- Emphasise the importance of interaction in the forums and encourage sharing of own experiences.

- Remind learners that they should make sure there is not an existing thread dealing with the topic they wish to address before they open a new one.

- Remind learners about the task path at every task before they start to attempt any task.

During the module

- Be positive and encouraging, be concise and to the point.

- Moderate learners participation

- Make sure no learners stay behind and contact the ones who do not participate to remind them of the importance of the forums.

- You can add a specific question/comment on a forum thread if you feel many learners have not grasped a particular aspect of the module.

- Do not post more than necessary so learners are not overwhelmed by messages.

- Provide general feedback on each task

- Encourage learners to reflect on the information they have been exposed to and share their reflections on the forum

- Assist learners in the rationalisation and generalisation of the tasks they have accomplished (they will need to be able to apply these tasks and concepts to their professional needs)

- Remind learners of the additional resources provided in each task, although they are not mandatory they can be useful to get a deeper understanding of a topic.

- Take notes of recurrent questions and build a FAQ on Moodle

At the end of the module

- Thank learners for their participation

- Introduce learners to the next module "The networked teacher"

Tools For Facilitator

Please fill in the grading scale on the link below. (please note that the first sheet is for this module (3) and the next sheet is for the next module (4).

Grading scale link:
https://drive.google.com/file/d/150DKWyBJ658ie53clCcaE99CN32Rvn0f/view?usp=sharing

Module 4 - The networked teacher

Leader: CARNET

Before the module starts

- Familiarise yourself with this module.

- Check the timetable.

- Double-check that the resources links are still active (if not you will find the author references and keywords in each resource to help you find new ones with similar information) and that they open in a different window (if not change the link option to "open in new window").

- Verify that your contact information is present in the module and correct.

- Contact learners a week prior to the beginning of this module to remind them when the module begins and to send the link to log in.

At the beginning of the module

- Check that learners are present and have been able to log in to module M4.

- Remind learners to read carefully the following sections: "Module description", "Activity introduction", "Activity Plan" and "Instructions" before they start task 1.

- Be present in the "welcome to module 4" forum to answer questions and orientate learners.

- Confirm the assessment and the deadlines to hand it in.

- Emphasise the importance of interaction in the forums and encourage sharing your own experiences.

- Remind learners that they should make sure there is not an existing thread dealing with the topic they wish to address before they open a new one.

During the module

- Be positive and encouraging, be concise and to the point.

- Moderate learners' participation.

- Make sure no learners stay behind and contact the ones who do not participate to remind them of the importance of the forums.

- You can add a specific question/comment on a forum thread if you felt many learners have not grasped a particular aspect of the module.

- Do not post more than necessary so learners are not overwhelmed by messages.

- Provide general feedback on each task.

- Encourage learners to reflect on the information they have been exposed to and share their reflections on the forum.

- Assist the learners in the rationalisation and generalisation of the tasks they have accomplished (they will need to be able to apply these tasks and concepts to their professional needs).

- Remind learners of the additional resources provided in each task, although they are not mandatory, they can be useful to get a deeper understanding of a topic.

- Help learners work with a peer as a critical friend as part of task 2.

- Remind learners that they will apply what they've learned in modules 3 and 4 in the capstone project.

At the end of the module

- Thank learners for their participation.

- Introduce the capstone project.

Tools For Facilitator

Please fill in the grading scale on the link below. (please note that the second sheet is for this module (4).

Grading scale link:
https://drive.google.com/file/d/150DKWyBJ658ie53clCcaE99CN32Rvn0f/view?usp=sharing

Capstone Project 1

LEADER: MNU

As a facilitator, your role will be to guide and assist learners throughout the duration of the project to ensure that they are aware of the required tasks to be completed within the allocated time period and provide support by clarifying their doubts and providing help in resolving issues while undertaking the project. Since the project will be peer-assessed, being the facilitator you are required to check the progress of the students and moderate their work timely.

Before the project starts

- Familiarise yourself with all the information related to the project

- Check the timeline and deadlines of the milestones that need to be achieved

- Double-check that the resources links are still active and correct if it is not.

- Verify that your contact information is present in the module and correct.

- Contact learners a week prior to the beginning to remind them of the beginning of capstone project 1 and of the link to login.

At the beginning of the project

- Check that learners are present and have been able to log in

- Remind learners to read carefully the whole project description document before they begin.

- Write a welcoming message in the forum and introduce yourself to the learners. Briefly orient the project (purpose, tasks, milestones and durations)

- Confirm the assessments and the deadlines to hand them in.

- Emphasise the importance of interaction in the forums and encourage sharing your own experiences.

- Remind learners that they should make sure there is not an existing thread dealing with the topic they wish to address before they open a new one.

- Remind learners to read the netiquette statement and follow the instructions while online communications.

- Create a working document for each learner in the shared drive folder and share the link.

- Remind learners to continue their work in the working document as it will be used for the progress check.

- Share the link to the progress check document and remind learners that you will be updating the document.

- Inform learners that even though the project is an individual task, the management committee and other relevant bodies of the faculty/department can be involved in the project completion.

- Remind learners to search for additional resources that can be useful to get a deeper understanding of a topic, although they are provided with core resources.

During the project lifetime

- Check the progress of the learner according to the project progress schedule

- Make sure no learners stay behind and contact the ones who are not on the schedule and clarify their concerns and issues. Provide additional guidance and support if required.

- Be positive and encouraging, be concise and to the point.

- Encourage learners to reflect on the information they have been exposed to and share their reflections on the forum

- Assist learners in the rationalisation and generalisation of the tasks they have accomplished (they will need to be able to apply these tasks and concepts to their professional needs)

- Attend the queries/comments/suggestions learners post through the forum and reply to them timely.

At the end of the project

- Provide personal and general feedback on learners project

- Assign peers to be assessed using the workshop tool in Moodle and inform the participants

- Provide assistance for the peer assessment providing the link to the peer-assessment tool and motivate learners to do it

- Thank learners for their participation

Capstone Project 2

(not visible to students)

LEADER: UOC

This project is peer-assessed so your role is to ensure that all learners have understood the parameters of this project and that they are aware of its timetable. You will also be required to provide some additional feedback to the peer assessment.

Before the project starts

- Familiarise yourself with the information relevant to this project
- Check the timetable

At the beginning of the project

- Check that learners are present and have been able to log in
- Remind learners to carefully read all the sections before they begin to work on their project
- Remind learners to read the netiquette statement and follow the instructions while online communications.
- Write a welcoming message in the forum and introduce yourself to the learners. Briefly orient the project (purpose, tasks, milestones and durations)
- Confirm the assessment and the deadlines to hand it in.
- Create a working document for each learner in the shared drive folder and share the link.
- Remind learners to continue their work in the working document as it will be used for the progress check.
- Emphasise the importance of interaction in the forums and encourage sharing your own experiences.
- Remind learners that they should make sure there is not an existing thread dealing with the topic they wish to address before they open a new one.
- Be positive and encouraging, be concise and to the point.
- Moderate learners participation
- Make sure no learners stay behind and contact the ones who do not participate to remind them of the importance of the forums.
- You can add a specific question/comment on a forum thread if you feel many learners have not grasped a particular aspect of the module.
- Do not post more than necessary so learners are not overwhelmed by messages.
- Provide general feedback on each task

- Assist learners in the rationalisation and generalisation of the tasks they have accomplished (they will need to be able to apply these tasks and concepts to their professional needs)

- Remind learners of the additional resources provided in each task, although they are not mandatory they can be useful to get a deeper understanding of a topic.

- Take notes of recurrent questions and build a FAQ on Moodle

During the project

- Check the progress of the learner according to the project progress schedule

- Make sure no learners stay behind and contact the ones who are not on the schedule and clarify their concerns and issues. Provide additional guidance and support if required.

- Be positive and encouraging, be concise and to the point.

- Encourage learners to reflect on the information they have been exposed to and share their reflections on the forum

- Assist learners in the rationalisation and generalisation of the tasks they have accomplished (they will need to be able to apply these tasks and concepts to their professional needs)

- Attend the queries/comments/suggestions learners post through the forum and reply to them timely.

At the end of the project

- Assist learners for the peer evaluation

- Provide personal and general feedback on learners project

- Provide assistance for the peer assessment and motivate learners to do it

- Thank learners for their participation

ANNEX 2 - STUDY PROGRAMME CONTENT

Module 1 - Foundations of e-learning

Leader: FOI

Upon completion of this module, you will be awarded a badge based on a general score of 50% or more. The general score for this module is calculated on the basis of 50% or more per assessment (1 and 2). For this calculation, the best score of the different attempts is taken into account.

Activity introduction

Introduction to and basic concepts of e-learning

The activity goal is to obtain insight into theoretical concepts, ICT and pedagogical aspects which influence contemporary e-learning context within higher education. Activity is organized around six tasks where each of them is accomplished through an assignment.

This activity is divided into six main areas of work:

Task 1: Introduction to e-learning

Critical reading about e-learning topics (globalisation and speed of changes, e-learning culture, transition from traditional to e-learning, motivation)

In this task, you will gain basic insight into globalisation and fast changes in modern society which have an impact on e-learning and its culture.

Task 2: Basic concepts of e-learning

Distinguish between basic concepts of e-learning

In this task, you will learn about basic student and teacher-oriented approaches from ICT and pedagogical standpoints.

Task 3: Competency-based learning

Differentiate competencies and learning outcomes as well as their proper and improper formulations

The task will assist you in understanding and recognition learning outcomes and competences.

Task 4: Types of e-learning activities and use of technology

Critical reading related to introduction to LMS (Moodle), types of e-learning activities and use of technology in teaching and learning context

In this task, you will learn about different e-learning activities which could be implemented, examples from Moodle.

Task 5: Advantages and disadvantages of e-learning business models and types of e-learning

Critical reading about advantages and disadvantages of e-learning business models and types of e-learning

In this task, you will be introduced to different types of e-learning models and good business practices in connection to different types of e-learning.

Task 6: Regulations and quality standards

Search for and organize regulations and quality standards based on common characteristics

In this task, you will collect relevant legal documents and related information concerning quality standards in higher education which will be collaboratively presented.

Tasks are clearly connected to learning outcomes where each task corresponds to one learning outcome.

Activity plan

Task 1: Critical reading about e-learning topics (globalisation and speed of changes, e-learning culture, transition from traditional to e-learning, motivation) (workload 5h)

Argumentative forum discussion on the topic of contemporary changes in society and their impact on motivation and e-learning culture in the context of higher education.

Task 2: Distinguish between basic concepts of e-learning (workload 2h)

Arrange activities from a defined list of examples that are focused on students and which are focused on teacher-oriented activities (self-assessment).

Task 3: Differentiate competencies and learning outcomes as well as their proper and improper formulations (workload 3h)

Select appropriate competences and learning outcomes from a predefined list for a given course (self-assessment).

Task 4: Critical reading related to types of e-learning activities and use of technology in teaching and learning context (workload 6h)

Select suitable technologies and e-learning activities from a predefined list for a specific topic (self-assessment).

Task 5: Critical reading about advantages and disadvantages of e-learning business models and types of e-learning (workload 5h)

Create a group mind map of advantages and disadvantages for example in the context of e-learning types and business models (peer review).

Task 6: Search for and organize regulations and quality standards based on common characteristics (workload 4h)

Wiki assignment for collaborative identification of regulations and ethical norms in higher education (work in groups).

General Instructions

Some tasks are intended for individual work, while the others are intended for group and/or collaborative work. Each task will have its own introduction, as well as necessary instructions for its accomplishment. Through the tasks, you will familiarize yourself with different topics relevant to the e-learning field. They will provide the basis for rethinking your course/study programme in the e-learning environment and will provide a firm background for its further development through modules 2, 3 and 4.

Below you can find the task list which guides you step-by-step through its plan. Each task provides you with a description, one or more resource(s), one or more methodological instruments (template, checklist, question list) and a forum. The task ends with a task outcome you will produce. That artefact will help you in activities that will be assessed and which will provide proof of the newly acquired competencies.

Remember that the forum is open access and available throughout the activity to discuss with your peers and instructors any issue or doubt you might have.

Task 1: Introduction to e-learning

Workload: 5h

TASK PATH

1) Read the entire task > 2) review the resources and take notes > 3) read the description again > 4) use the methodological instruments (write down the answers to the questions) > 5) participate in the forum

DESCRIPTION

Welcome to the first task of Module 1. Its main focus is the introduction to e-learning with a broad range of topics. E-learning is a well-researched field in the last several decades and here you will

learn basic information related to four targeted topics: globalisation and speed of changes, e-learning culture, transition from traditional to e-learning, motivation in e-learning. Task provides several resources which will help you to familiarize yourself with the topics. When reading the materials keep in mind the following question: how contemporary changes in society impact motivation and e-learning culture in the context of higher education? When you go through the resources use critical reading skills (if you're not familiar with critical reading you can find basic information here: https://www.eapfoundation.com/reading/critical/).

RESOURCES

The following resource is focused on the topic of globalisation and the speed of changes.

Resource 1: The emperor's new clothes: globalisation and e-learning in higher education. British journal of sociology of education, 24(1), 39-53. (60 min.) (2003).

Author: Clegg, S., Hudson, A., & Steel, J.

Tags: globalisation, e-learning, higher education

Resource 2: 17 Year evolution of the students' perspective on innovative teaching, curricular development and e-learning in Europe. In 2015 International Conference on Interactive Collaborative Learning (ICL) (pp. 703-708). IEEE. (20 min.) (2015, September).

Author: Militaru, A., García, C., Kladis, G., Cortesão, M., & Tolgo, M.

Tags: technology, e-learning, curriculum

The following resources are focused on the topic of e-learning culture.

Resource 3: E-learning pros and cons: active learning culture? (15 min.) (2015).

Author: Hošková-Mayerová, Š., & Rosická, Z.

Tags: e-learning, motivation, technology-based environment

Resource 4: Can e-learning system enhance learning culture in the workplace? A comparison among companies in South Korea. British Journal of Educational Technology, 47(4), 575-591. (50 min.) (2016).

Author: Yoo, S. J., & Huang, W. D.

Tags: e-learning, learning culture, learning organizations, acceptance level

Resource 5: The Era of Online Learning - TEDxUCSD - (16 min.)

Author: Niema Moshiri

Tags: e-learning, massive classroom, adaptive online education

https://www.youtube.com/watch?v=5JKgUoY9pTg

The following resources are focused on the topic of transition from traditional to e-learning.

Resource 6: Transitioning to e-learning: a case study. (35 min.) (2002).

Author: Stark, C. M., & Schmidt, K. J.

Tags: e-learning, distance education, student-centered learning

Resource 7: Best practices: Seven steps for transitioning to online teaching. (7 min.) (2012).

Author: Laura Lea.

Tags: online teaching, transition process, best practices

https://www.blackboardopenlms.com/2012/04/17/best-practices-7-steps-transitioning-online-teaching/

The following resources are focused on the topic of motivation in the context of e-learning.

Resource 8: The effect of E-Learning on Teachers' Motivation: A case study in Jeddah University. INTERNATIONAL JOURNAL OF MANAGEMENT & INFORMATION TECHNOLOGY, 14, 3316-3327. (40 min.) (2018).

Author: Kaabi, H., & Alsulimani, T.

Tags: e-learning, higher education, motivation, information technology

Resource 9: Effects of e-learning on Students' Motivation. Procedia-Social and Behavioral Sciences, 181, 423-430. (30 min.) (2015).

Author: Harandi, S. R.

Tags: e-learning, students' motivation, higher education

METHODOLOGICAL INSTRUMENTS

When going through the four topics covered within the task focus on the following questions:
- How does globalisation and speed of changes influence e-learning?
- How does e-learning influence the process of globalisation and speed of changes?
- What elements are under the influence of e-learning culture?
- How can one successfully transition from traditional learning to e-learning?

- How does e-learning influence motivation from the students' point of view?
- How does e-learning influence motivation from a teachers' point of view?

FORUM

Please use the forum to discuss relevant topics covered within the 1st task of Module 1. (Create FORUM activity in the Moodle)

To facilitate forum activity you can use the following questions:

1. How does globalisation and speed of changes influence e-learning?

2. How does e-learning influence the process of globalisation and speed of changes?

3. What elements are under the influence of e-learning culture?

4. How can one successfully transition from traditional learning to e-learning?

5. How does e-learning influence motivation from a student's point of view?

6. How does e-learning influence motivation from a teacher's point of view?

TASK OUTCOME

After reading all the materials and focusing on the main question: how contemporary changes in society impact motivation and e-learning culture in the context of higher education? write on the forum your opinion on the topic. Please use argumentative discussion based on relevant sources. When discussing different topics and aspects covered in this task please consider different points of view.

Task 2: Basic concepts of e-learning

Workload: 2h

TASK PATH

1) Read the entire task > 2) review the resources and take notes > 3) read the description again > 4) use the methodological instruments (self-assessment activity) > 5) participate in the forum

DESCRIPTION

Welcome to the second task of Module 1. Its main focus is the difference between student and teacher-oriented approaches in e-learning. The two approaches are basic concepts of e-learning which will provide a solid basis for further course/study programme development. The task provides several resources which will help you to familiarize yourself with the topics. When reading the materials focus on the difference between the two approaches and think of a possible practical application in your future work.

RESOURCES

The following resources will provide you with information relevant to the main topic of this task - student and teacher-oriented activities and perspectives relevant to the field of e-learning. During the reading focus on the pedagogical and ICT aspects which define and influence the two approaches.

Resource 1: From Teacher-Oriented to Student-Centred Learning: Developing an ICT-Supported Learning Approach at the Eduardo Mondlane University, Mozambique. Turkish Online Journal of Educational Technology-TOJET, 17(2), (2018) 46-54. (35 min.).

Author: Muianga, X., Klomsri, T., Tedre, M., & Mutimucuio, I.

Tags: student-centred learning, generic competencies, e-learning

Resource 2: (25 min.) (2010). Student-centred learning: An insight into theory and practice. Partos Timisoara, Bucharest, 6-15. **note**: only chapter 2. Student-centred learning: The notion and its components (P8-p15)

Author: Attard, A., Di Ioio, E., Geven, K., & Santa, R.

Tags: student-centred learning, development of SCL, application of theory

Resource 3: eLearning: The influence of ICT on the style of teaching. In The 33rd International Convention MIPRO (2010, May) (pp. 995-1000) IEEE. (30 min.).

Author: Šepić, T., Pogarčić, I., & Raspor, S.

Tags: e-learning, teaching style, ICT influence

Additional resources: the following resources are not mandatory for this task and are additional for those who want more information related to the topic. The resources are not included in the predicted time load for this task. The resources provide a variety of insights, from a better understanding of pedagogical premises to more technological and technical aspects and approaches.

(50 min.) Motschnig-Pitrik, R., & Derntl, M. (2002, September). Student-Centered eLearning (SCeL): Concept and application in a students' project on supporting learning. In Proc. of ICL 2002, International Workshop on Interactive Computer-Aided Learning.

(30 min.) Yusuf, N., & Al-Banawi, N. (2013). The Impact of Changing Technology: The Case of E-Learning. Contemporary Issues in Education Research, 6(2), 173-180.

(70 min.) McCombs, B. L., & Vakili, D. (2005). A learner-centred framework for e-learning. Teachers college record, 107(8), 1582.

(75 min.) Becker, M. R., Winn, P., & Erwin, S. L. (2015). Student-centred, e-learning design in a university classroom. In E-Learning systems, environments and approaches (pp. 229-246). Springer, Cham.

(100 min.) Becker, M. R., Winn, P., & Erwin, S. L. (2015). Student-centred, e-learning design in a university classroom. In E-Learning systems, environments and approaches (pp. 229-246). Springer, Cham.

(20 min.) Kurhila, J., Miettinen, M., Nokelainen, P., & Tirri, H. (2004, May). The role of the learning platform in student-centred e-learning. In IEEE International Conference on Advanced Learning Technologies, 2004. Proceedings. (pp. 540-544). IEEE.

METHODOLOGICAL INSTRUMENTS

Within the topic, you will use one self-assessment activity.

FORUM

Use the forum within this task to discuss open questions and share interesting findings related to the task topic. (Create FORUM activity in the Moodle)

To facilitate forum activity you can use the following questions:

1. What are the main characteristics of a student-centred approach in e-learning?

2. What are the main characteristics of a teacher-centred approach in e-learning?

3. How are those two approaches connected?

TASK OUTCOME

At the end of this task use the self-assessment tool in the course where you can check understanding of the student and teacher-oriented approaches from the ICT and pedagogical standpoints. In the activity, you'll be presented with a list of examples and you'll have to identify which examples are focused on students and which are focused on teacher-oriented activities. This self-assessment will help you prepare for the first assessment which will be done as a part of this module.

SELF ASSESSMENT

Now that you have completed the 2nd task in Module 1 you can take part in the self-assessment activity which will help you check your knowledge. (Create an ASSESSMENT activity in the Moodle)

Self-assessment 1

Match each of the characteristics with the appropriate basic concept of e-learning. Choose if a characteristic belongs to the student or teacher-centred learning approach.

List of characteristics: (in brackets next to each characteristic we marked the correct match)

- students are more active (student-centred approach)

- it is more time-efficient (teacher-centred approach)

- discipline is easier to maintain (teacher-centred approach)

- all students do the same activities in more or less the same way (teacher-centred approach)

- students collaborate among themselves (student-centred approach)

- students' motivation can be a real challenge (teacher-centred approach)

- students can freely express themselves (student-centred approach)

- there is a lot of group work (student-centred approach)

- students must ask questions and independently complete tasks (student-centred approach)

- students can miss some important information (student-centred approach)

- when students are active they work alone (teacher-centred learning)

- students can self-regulate their learning pace (student-centred approach)

- learning process takes into consideration a variety of students' learning needs (student-centred approach)

- students are mostly passive (teacher-centred approach)

- students are often competitive (teacher-centred approach)

Task 3: Competency-based learning

Workload: 2h

TASK PATH

1) Read the entire task > 2) review the resources and take notes > 3) read the description again > 4) use the methodological instruments (self-assessment activity) > 5) participate in the forum

DESCRIPTION

This topic will help you understand basic definitions and use of competencies and learning outcomes, with special emphasis on the higher-education context. For this activity, you will use several resources.

Resources that follow are grouped in common topics for this task. One group is focused on learning outcomes, while the other is focused on competencies. Although those two concepts are closely related and often used together, it is important to distinguish one from another as well as understand basic rules and good practices for their formulation. The last part will have an additional group in the resources section which will provide you with materials that will help you in the creation of learning outcomes and competencies.

RESOURCES

The following resources will provide you support when creating your own competencies.

Resource 1: Competency-Based learning models: A necessary future. New directions for institutional research, 2001(110), 5-13. (40 min.) (2001).

Author: Voorhees, R. A.

Tags: competency, outcome, learning model

Resource 2: Competency-based education: A framework for measuring quality courses. Online Journal of Distance Learning Administration, 18(1), 1-9.(30 min.) (2015).

Author: Krause, J., Dias, L. P., Schedler, C., Krause, J., Dias, L. P., & Schedler, C.

Tags: competency, evaluation, quality

Additional resources: the following resource is not mandatory for this task and is an additional resource for those who want more information related to the topic. The resource is not included in the predicted time load for this task.

We suggest starting from chapter 3 "Competence areas for teaching", p11-28 and then moving on to chapter 4 "Curriculum framework for teaching competence enhancement in higher education" which has many relevant references grouped by themes.

Handbook for Teaching Competence Enhancement in Higher Education (2018). (45 min.).

Author: Domović, V., Ledić, J., Crnčić Sokol, M.

Tags: competence areas, professionalism,curriculum

The following resources are focused on learning outcomes.

Resource 3: The learning outcome in higher education: time to think again?. Worcester Journal of Learning and Teaching, (5). (30 min.) (2011).

Author: Scott, I.

Tags: learning outcome, higher education, difficulties

Resource 4: Assessment of Learning Outcomes in Higher Education: a comparative review of selected practices, OECD Education Working Papers, No. 15, OECD Publishing, Paris. (15 min.) (2008) **Note**: only chapter 2 "A TYPOLOGY OF HIGHER EDUCATION LEARNING OUTCOMES" p7-13.

Author: Nusche, D.

Tags: assessment, learning outcome, higher education, practices
https://doi.org/10.1787/244257272573.

The following resources are focused on competencies and competency-based approach in education.

Resource 5: 7 EXAMPLES OF LEARNING OUTCOMES & HOW TO WRITE THEM!. Retrieved August 27, 2019, (5 min.), (2018, January 23).

Author: ERASMUSNET

Tags: learning outcome, writing, levels, Bloom

http://www.erasmusnet.org/single-post/2018/01/22/7-EXAMPLES-OF-LEARNING-OUTCOMES-HOW-TO-WRITE-THEM

Resource 6: Action Verbs. Retrieved August 27, 2019. (5 min.) (2018, August)

Author: Syracuse University

Tags: learning outcome, writing, verbs, levels, Bloom

http://effectiveness.syr.edu/wp-content/uploads/2018/08/Action-Verbs-by-Domain.pdf

Resource 7: What is Competency-Based Education? (6 min.)

Author: MIT Teaching Systems Lab

Tags: competency, education, competency-based

https://www.youtube.com/watch?v=RschZFj3vHI

METHODOLOGICAL INSTRUMENTS

Within the topic you will use one self-assessment activity (e.g. matching good/bad examples of competencies for some workplace (e.g. scuba diving guide, hotel receptionist), matching good/bad examples of learning outcomes for some common subject (e.g. using a web browser), grouping given learning outcomes into levels according to Bloom's taxonomy, matching competences/learning outcomes for some given sentences).

FORUM

Use the forum within this task to discuss open questions and share interesting findings related to the task topic. (Create FORUM activity in the Moodle)

You might want to start a debate on assessment some given examples of learning outcomes (could be from previously finished self-assessment activity).

TASK OUTCOME

At the end of this task use a self-assessment tool in the course where you can check understanding of competencies and learning outcomes. In the forum, you can start a discussion about the assessment of the most successful learning outcome from the self-assessment activity and finish with the most controversial. This self-assessment will further help you prepare for the first assessment which will be done in this module.

SELF ASSESSMENT

Now that you have completed the 3rd task in Module 1 you can take part in the self-assessment activity which will help you check your knowledge. (Create ASSESSMENT activity in the Moodle.)

Self-assessment 2

Identify poorly written learning outcomes in the example below, from the course about using a web browser (choose good or poor)!

After studying this course, you should be able to:

- identify the buttons on the standard web browser toolbar (good)

- appreciate the possibilities of a web browser (poor)

- search the web using a search engine (good)

- improve your browsing skills (poor)

- explain how to gauge the reliability of a website (good)

- demonstrate an awareness of web security (good)

- gain insight about different types of files to download from the web (poor)

- show a familiarity with the Adobe pdf document format. (good)

Assign the matching level of Bloom's taxonomy to the following learning outcomes!

After studying this course, you should be able to:

- Distinguish the difference between the synchronous and asynchronous types of e-learning (analysis)

- List the names of all the continents (knowledge)

- Apply the moving average forecasting method on given data (application)

- Choose the appropriate technology for your e-learning course (evaluation)

- Create a quiz activity in Moodle (synthesis)

- Identify the buttons on the standard web browser. (comprehension)

Task 4: Types of e-learning activities and use of technology

Workload: 6h

TASK PATH

1) Read the entire task > 2) review the resources and take notes > 3) read the description again > 4) use the methodological instruments (browse official Moodle web pages) > 5) participate in the forum

DESCRIPTION

This topic will help you understand the basic functionalities of LMS (e.g. roles, organization, privacy), what are e-activities, how educational activities can be transferred into e-activities, what are the advantages of using e-activities, basic usage of LMS Moodle from the teacher's standpoint. For this activity, you will use several resources.

Resources that follow are grouped in common topics for this task. One group is focused on LMS, the other on e-activities, while the last is focused on technologies in education.

RESOURCES

The following resources are focused on LMS - Moodle.

Resource 1: Teaching with Moodle in higher education. INTED 2011. (35 min.)(2011).

Author: Lopes, A. P.

Tags: Moodle, LMS, education

Resource 2: The role of involvement in learning management system success. Journal of Computing in Higher Education, 22(2), 114-134. (20 min.)(2010). Read the first 4 pages (until section"Influences on LMS success"). Other pages read at wish.

Author: Klobas, J. E., & McGill, T. J.

Tags: LMS, education,

Resource 3: What is Moodle? (2 min.)

Author: Moodle

Tags: emerging technologies, educational platform, LMS, e-learning

https://www.youtube.com/watch?v=3ORsUGVNxGs

Resource 4: Finding your way around Moodle (3 min.)

Author: Moodle

Tags: educational platform, LMS, e-learning

https://www.youtube.com/watch?v=CeXNJ3sNUag&list=PLxcO_MFWQBDdoXpGILaTAj8S6O8-I6nRR

Resource 5: User quick guide to Moodle

Author: Moodle

Tags: educational platform, LMS, e-learning

https://docs.moodle.org/37/en/User_quick_guide

Resource 6: Teacher quick guide to Moodle

Author: Moodle

Tags: educational platform, LMS, e-learning

 https://docs.moodle.org/37/en/Teacher_quick_guide

Resource 7: Managing a Moodle course

Author: Moodle

Tags: educational platform, LMS, e-learning

https://docs.moodle.org/37/en/Managing_a_Moodle_course

The following resources are focused on the topic of e-learning activities.

Resource 8: Moodle Activities (*)

Author: Moodle

Tags: educational platform, LMS, e-learning, activities

https://docs.moodle.org/37/en/Activities

The following resources are focused on Emerging technologies in E-learning.

Resource 9: Handbook of emerging technologies for learning. Manitoba: University of Manitoba. (15 min.) (2009).

Author: Siemens, G., & Tittenberger, P.

Tags: emerging technologies, e-learning

Resource 10: 10 Emerging technologies in E-learning. (2019.) Read pages 14 to 20.

Author: Akshay k.

Tags: emerging technologies, e-learning

https://elearning.adobe.com/2019/03/10-emerging-technologies-e-learning/

Resource 11: 8 Top eLearning Trends For 2019. (5 min.) (2018)

Author: Suresh Kumar

Tags: emerging technologies, e-learning

https://elearningindustry.com/elearning-trends-for-2019-8-top

Resource 12: 6 Emerging Technology Trends Changing eLearning. (5 min.) (2017)

Author: Jonas Axelsson

Tags: emerging technologies, e-learning

https://elearningindustry.com/technology-trends-changing-elearning-6-emerging

METHODOLOGICAL INSTRUMENTS

This task has few introductory resources to give basic insight into LMS and Moodle. Then follow video clips as resources that present many features of Moodle that are focused on teacher's daily work in an e-learning environment. Selected web pages from the official Moodle website give a concise introduction to Moodle for users and teachers. These web pages contain short video clips that show how to use specific Moodle features. As emerging technologies have been changing first must be read a resource to get solid theoretical background and then follow resources that cover trends in emerging technologies in recent years.

FORUM

Use the forum within this task to discuss some learning activities and how can learning resources be connected to the inside of Moodle. (Create FORUM activity in the Moodle)

You could try to start a debate on the possible usage of new technologies (e.g. virtual and augmented reality) in teaching some subject.

TASK OUTCOME

At the end of this task use a self-assessment tool in the course where you can check your understanding of LMS and how from the teacher's perspective one can use certain learning resources and activities to apply his/her teaching strategy. This self-assessment will help you prepare for the final part of the first assessment which will be done as a part of this module.

SELF ASSESSMENT

Now that you have completed the 4th task in Module 1 you can take part in the self-assessment activity which will help you check your knowledge. (Create ASSESSMENT activity in the Moodle)

Self-assessment 3

Q1. Competency is "a combination of skills, abilities, and _____ needed to perform a specific task" (knowledge).

Q2. Proposed competency must be:

- described unambiguously (correct)
- subsequently measured (correct)
- based on all Bloom's levels
- easy to understand and connect to the real life of students.

Q3. The results of applying competencies are:

- demonstrations (correct)
- best grades
- certificates

Q4. What Central Washington University uses to determine the quality of a competency-based course:

- quality measurement rubric (correct)
- technology acceptance model
- e-learning performance measurement

Q5. A learning outcome is a description of what the learner will:

- learn at the end of a period of study (correct)
- get as a final grade at the end of a period of study
- use as a learning tool during a period of study

Q6. Learning outcomes are not simply the consequence of an institution's educational quality, but rather a function of students' active engagement with the learning opportunities that the HEI presents.

- true (correct)
- false

Q7. Rank the cognitive skills levels according to Bloom's revised taxonomy (lowest to highest):

- Knowledge/remembering (1)
- Comprehension/understanding (2)
- Application/applying (3)
- Analysis/analyzing (4)
- Evaluation/evaluating (5)
- Synthesis/creating (6)

Q8. Moodle is a web application (programme, platform) that belongs to one of the following types:

- LMS (Learning Management System) (correct)
- CMS (Content Management System)
- DMS (Document Management System)
- SMS (Student Management Systems)

Q9. Moodle user could be in one of the three roles from the following roles:

- administrator (correct)
- teacher (correct)
- student (correct)
- professor
- assistant
- dean

Q10. Which Moodle activity is for a peer assessment:

- workshop (correct)

- assessment
- quiz
- questionnaire
- wiki

Q11. Which Moodle activity allows students to submit work online, including uploading any file type (Word document, Powerpoint, video clip etc.) so lecturers can grade and give feedback:

- assignment (correct)
- workshop
- quiz
- questionnaire
- wiki

Q12. Which of emerging technologies can be used in higher education:

- Social Networking Software (correct)
- Games, virtual worlds, and simulations (correct)
- Open Education Resources (correct)
- Blockchain wallet
- Internet-of-Things Gadgets

ASSESSMENT 1

Assessment 1 is the first of the 2 summative assessments, you need to answer successfully (5 or more points) to validate module 1. You have a maximum of 3 attempts to succeed.

Now that you have completed the first four tasks it is time to take part in the first assessment. The assessment will be time-limited so please prepare yourself for it. You can take three tries. (Create ASSESSMENT activity in the Moodle)

Quiz for Assessment 1 (task 1-4, 16 questions)

Q1. According to the "Board of European Students of Technology (BEST)" why should e-learning be combined with traditional teaching?

a) Because of economic aspects and innovative teaching methods.

b) Because of the loss of social contact among students and teachers, as well as peers. (correct)

c) Because traditional teaching is important as national heritage.

Q2. E-learning contributes the most to:

a) active learning culture which enables students to access to knowledge and skills at the time and manner which makes the most sense for them (correct)

b) replacement of traditional training programmes which are unnecessary in the 21st century

c) active participation of students in the digital society through active creation and evaluation of information

Q3. What needs to be done in order to effectively promote the long-term implementation of e-learning systems within an institution?

a) employees must seek relevant tutoring in the field of e-learning

b) policymakers must enhance performance development and promote institutional development and growth

c) institution must carefully consider employees' acceptance levels toward e-learning systems (correct)

Q4. What are the following elements required for: understanding the role of motivation in learning assessing and using students' prior learning, understanding learning processes and how to best-fit learning styles, planning for collaborative/cooperative and problem-based learning, assessing the course and student outcomes, knowing how to use instructional technology tools?

a) for designing an online course (correct)

b) for creating a traditional course

b) for curriculum development

Q5. What should be the step of a successful transition to online teaching?

a) preparation of learning environment (correct)

b) facilitation of students' interaction

c) creation of genuine interaction and simulation activities

Q6. Match each of the characteristics with the appropriate category (advantage or disadvantage) of e-learning.

List of characteristics: (in brackets next to each characteristic we marked the correct match)

- flexibility in learning (advantage)

- complete autonomy (advantage)

- no direct contact with teachers (disadvantage)

- communication is mostly written (disadvantage)

- difficult to control bad activities (ie. cheating) (disadvantage)

- cost of technological equipment (disadvantage)

- flexible timetable (advantage)

- detailed reports (advantage)

- sustainability of teaching tools and resources (advantage)

- possible personalization of educational materials (advantage)

- lower institutional social role (disadvantage)

Q7. E-learning is more suitable for:

a) student-centered learning (correct)

b) teacher-centred teaching

c) student-centred learning and teacher-centred teaching

Q8. Match each of the characteristics with the appropriate basic concept of e-learning. Choose if a characteristic belongs to the student or teacher-centred learning approach.

List of characteristics: (in brackets next to each characteristic we marked the correct match)

- students are more active (student centered approach)

- it is more time-efficient (teacher-centred approach)

- discipline is easier to maintain (teacher-centred approach)

- all students do the same activities in more or less the same way (teacher-centred approach)

- students collaborate among themselves (student-centred approach)

- students' motivation can be a real challenge (teacher-centred approach)

- students can freely express themselves (student-centred approach)

- there is a lot of group work (student-centred approach)

- students must ask questions and independently complete tasks (student-centred approach)

- students can miss some important information (student-centred approach)

- when students are active they work alone (teacher-centred approach)

- students can self-regulate their learning pace (student-centred approach)

- learning process takes into consideration a variety of students' learning needs (student-centred approach)

- students are mostly passive (teacher-centred approach)

- students are often competitive (teacher-centred approach)

Task 5: Advantages and disadvantages of e-learning business models and types of e-learning

Workload: 5h

TASK PATH

1) Read the entire task > 2) review the resources and take notes > 3) read the description again > 4) use the methodological instrument (create group mind-map) > 5) participate in the forum

DESCRIPTION

Welcome to the fifth task of Module 1. The aim of this task is to introduce you to the existing e-learning business models as well as the types of e-learning. When analyzing an educational environment with the idea of introducing technology, one has to decide what kind of a business model is the most appropriate for the observed context. By choosing the most appropriate business model, all the advantages and disadvantages have to be taken into account carefully. For this to be successfully done, again, the usual advantages and disadvantages of types of e-learning have to be discussed. This task will provide you with resources concerning e-learning business models and types of e-learning. By reading the literature, always keep in mind the advantages and possible disadvantages of the examples you will read about.

RESOURCES

The following resources will provide you with information about business models and some aspects that you have to keep in mind when choosing a suitable business model for your context

Resource 1: Business models for e-learning. Multikonferenz Wirtschaftsinformatik, Essen, Germany. **Note**: page 1 to 6 only. (25 min.) (2003).

Author: Hoppe, G., & Breitner, M. H.

Tags: business models, best practice

Resource 2: E-Learning Business Models Strategies, Success Factors and Best Practice Examples. **Note**: page 1 to 12 only (60 min.) (2001).

Author: Seufert, S.

Tags: business models, e-learning providers, sustainability

Resource 3: How to Create an eLearning organization Business Model [Web log post]. Retrieved September 16, 2019. (5 min.) (2015).

Author: Laskaris, J.

Tags: business models, continuous training

https://www.efrontlearning.com/blog/2015/11/how-to-create-an-elearning-organization-business-model.html

In the next resource you can find one review about the business models

Resource 4: The 2 Most Profitable Types Of eLearning Business Models [Web log post]. Retrieved September 16, 2019. (10 min.) (2018, September 11).

Author: Johnson, J.

Tags: night school model, academy model

https://www.uscreen.tv/blog/elearning-education-business-model/

The next resources are about the types of e-learning (plus one video)

Resource 5: Different Types of e-Learning and What Suits Me Best [Web log post]. Retrieved September 16, 2019. (5 min.) (2015, June).

Author: G-Cube

Tags: synchronous learning, asynchronous learning, virtual classrooms

https://www.gc-solutions.net/resources/articles/different-types-of-e-learning-and-what-suits-me-best.html

Resource 6: Choosing The Right eLearning Methods: Factors And Elements, [Web log post]. Retrieved September 16, 2019. (5 min.) (2015, May 24)

Author: Soni, A.

Tags: learning content, e-learning methods, learning pyramid

https://elearningindustry.com/choosing-right-elearning-methods-factors-elements

Resource 7: Types of eLearning [Video file]. Retrieved September 16, 2019, (3 min.) (2016, September 15).

Author: SoundIdea Temporary Uploads

Tags: blended learning, synchronous learning, asynchronous learning

https://youtu.be/XL5gZYqHO3M

METHODOLOGICAL INSTRUMENTS

As stated in this task description, critical reading here is crucial. One can agree or disagree with the things he/she has read. To help you think and approach this situation critically, a group mind map of advantages and disadvantages for a given example in the context of e-learning types and business models will have to be created. Those mind maps will have to be reviewed and commented among groups.

FORUM

The forum will be used here to discuss your mind maps: are there some disadvantages that weren't mentioned? or similar kinds of questions or comments. Forum discussion is quite important here. Argumented comments about mind maps can open a perspective on the situation that was not seen before. (Create FORUM activity in the Moodle)

TASK OUTCOME

At the end of the forum discussion, there will be time to think once again about your mind maps and perhaps revise them. Perhaps some new advantages and disadvantages have arisen from the forum discussion. The result of this task will be this mind map that could be used in the assessment assignment. The mind map will help you prepare for the second assessment which will be done as open type questions. Mind map results will support you in the identification of

appropriate e-learning types and business models. (Create LINK to the mind-map software in the Moodle)

Task 6: Regulations and quality standards

Workload: 4h

TASK PATH

1) Read the entire task > 2) review the resources and take notes > 3) read the description again > 4) use the methodological instrument (create wiki document) > 5) participate in the forum

DESCRIPTION

Welcome to the final task of Module 1. The aim of this task is to discuss regulations and quality standards related to e-learning. Quality management standards are details of requirements, specifications, guidelines and characteristics that products, services and processes should consistently meet in order to ensure: their quality matches expectations, they are fit for purpose, they meet the needs of their users. Standards provide organizations with the shared vision, understanding, procedures, and vocabulary needed to meet the expectations of their stakeholders. In the higher education e-learning context, everything is oriented to the final consumer - student. In the following resources, you will see examples of some institutions and their path to elements of quality standards. After you finish reading, there's research for you to do: you will have to create a wiki document for collaborative identification of regulations and ethical norms in higher education (you will work in groups).

RESOURCES

The following resources will provide you with the information about e-learning standard qualities that you have to keep in mind when discussing quality assurance for your context.

Resource 1: E-learning quality standards for consumer protection and consumer confidence: A Canadian case study in e-learning quality assurance. Journal of Educational Technology & Society, 10(2), 109-119. (2007). (40 min.).

Author: Barker, K. C.

tags: quality standards, consumer-based quality assurance, quality mark

Resource 2: 2 eLearning Production Quality Standards [Web log post]. Retrieved September 17, 2019 (2016, November 30). (5 min.).https://elearningindustry.com/2-elearning-production-quality-standards

Author: Habeeb Omer, A.

tags: quality standards, consistency, text, graphics

Resource 3: How 'God' is Your Online Course? Five Steps to Assess Course Quality [Web log post]. Retrieved September 17, 2019 (2015, May 26). (10 min.). https://onlinelearninginsights.wordpress.com/tag/quality-standards-for-online-courses/

Author: Online Learning Insights

tags: course quality, course assessment

Resource 4: Barnet and Southgate College: e-Learning quality standards and CPD [Video file]. Retrieved September 16, 2019 (2014, July 13). (20 min.).

https://youtu.be/WUhoQWf1V6Q

Author: RSCLondon

tags: quality standards, 3E framework, learning points

In the last resource, you can find a short text about ethical questions that arise with the appearance of e-learning

Resource 15: Ethics in E-Learning. International Association for Development of the Information Society (2013). (20 min.).

Author: Bušíková, A., & Melicheríková, Z.

tags: ethics, academic fraud, scholastic honesty, online environment

Additional resource (not mandatory):

Resource: A model for evaluating e-learning systems quality in higher education in developing countries. International Journal of Education and Development using ICT, 13(2) (2017). (80min.).

Author: Hadullo, K., Oboko, R., & Omwenga, E. (

tags: quality evaluation model, course development, learner support, user characteristics, technological factors

METHODOLOGICAL INSTRUMENTS

The main intention here is to work in groups so you can discuss and do a little research about regulations, standards and ethical norms. As a group, you will create a wiki document for collaborative identification of regulations and ethical norms in higher education. The idea is to search for and organize regulations and quality standards based on common characteristics. In this task, you will collect relevant legal documents and related information concerning quality standards in higher education which will be collaboratively presented through forum discussions. There were no resources in this module about legal regulations concerning e-learning applications in your country (with the emphasis on the GDPR - General Data Protection Regulation). This is the information that you will have to search for yourselves and write the results in the wiki documents.

FORUM

Forum is used here for the presentation of the small research results written in the common wiki documents. A representative of a certain group will present their work and later on the others will also be able to join the discussion. (Create FORUM activity in the Moodle)

TASK OUTCOME

Again, as said in the previous module, the result of this task is going to be your wiki document that was made by your group. This wiki document can be changed and edited if some interesting and useful new information will appear during the forum discussion. The result of the wiki activity will provide a foundation for the final part of a second assessment which will be done as a part of this module. (Create WIKI activity in the Moodle)

ASSESSMENT 2

Assessment 2 is the second and last of the 2 summative assessments, you need to answer successfully (5 or more points) to validate module 1. You have a maximum of 3 attempts to succeed.

Now that you have completed all the tasks in Module 1 it is time to take part in the second assessment. The assessment will be time-limited so please prepare yourself for it. You can take three tries. (Create ASSESSMENT activity in the Moodle)

Quiz for Assessment 2 (task 5-6, 8 questions)

Q1. According to the Hoppe & Breitner resource, what partial business models of e-learning are suggested?

a) The market model. (correct)

b) The independent model.

c) The activity model. (correct)

d) The asset model. (correct)

Q2. Who is the academy e-learning business model best suited for?

a) For the people who want to teach a wide range of skills in a specific niche. (correct)

b) For creatives, who want to teach different artistic practices or disciplines. (correct)

c) For the people who want to provide training to corporations. (correct)

d) For the people starting new businesses and testing products.

Q3. What statements describe the blended type of e-learning?

a) Blended learning is the type of e-learning that combines work in the physical classroom as well as the work online. (correct)

b) There is a rotational type of blended learning (i.e. flipped classroom) where theory is learned at home by the students themselves. (correct)

c) Blended learning approach works only with the synchronous type of e-learning.

d) Blended learning can be used to create short e-courses to help learners prepare the background for the lesson before they come to class. (correct)

Q4. In the following statements, choose the correct ones.

a) Asynchronous type of e-learning involves the interaction of participants with an instructor via the Web in real-time.

b) There are fundamentally 3 types of e-learning: synchronous, asynchronous and academic.

c) Blended learning approach works best where the classroom is utilized to conduct exercises and interactions. (correct)

d) If I need constant interaction with my students to clarify all the complex concepts, then the synchronous type of e-learning is right for me. (correct)

Q5. What activities are included in the process-oriented quality system evaluation of e-learning in higher education?

a) Student needs. (correct)

b) Course's content.

c) Use of data and information for decision making. (correct)

d) Frequency of forum posts between teacher and students.

Q6. Best instrument for course evaluation is:

a) Questionnaire.

b) Rubric. (correct)

c) Quiz.

d) Forum discussion.

Q7. Match the ethical misconduct with the appropriate recommendation to fight the academic fraud in online programmes: (in brackets is the correct match)

a) Providing username and password to a third person who contributes in the discussion forums on their behalf. (Pose similar questions from discussion forums on the test. Pay attention to the student's writing style.)

b) Asking someone else to sit for the exams. (Check the student's ID at each exam. Pose similar questions from discussion boards on the test.)

c) Improper citing or paraphrasing on the research papers, case studies, homework and on discussion boards. (Focus on prevention by intensifying student-teacher communication in the forums, especially using multimedia communication means and arrange for a solid academic plagiarism checker technology.)

d) Writing assistance of another person on behalf of a student. (Examine the student work carefully and pay attention to the student's writing style. Ask students to present the paper in a webinar.)

Q8. According to Bušíková & Melicheríková, what was the most common source of information on scholastic honesty rules for students:

a) Classmates.

b) Teacher. (correct)

c) Student orientation.

d) Notice boards.

Module 2 - Leadership and Management of e-learning

Leader: MNU

Upon completion of this module, you will be awarded a badge based on a general score of 50% or more. The general score for this module is calculated on the basis of 50% or more per assessment (1 and 2). For this calculation, in the case of assessment 1, the best score of the different attempts is taken into account.

Activity introduction

Planning to lead and manage the change from traditional methods to e-learning implementation

The aim of this activity is to provide you with conceptual knowledge and practical information for the planning for the implementation of e-learning at your faculty and institution by considering necessary actions based on your current state to change from traditional methods to e-learning.

This hands-on approach is organized as a sequence of interrelated tasks that support a progressive design of an e-learning implementation action plan.

At each step, you will find specific resources and methodological instruments which will help you complete the tasks. You might find it useful to follow the learning path prescribed at the beginning of each task.

The activity is divided into 3 main areas of work:

- Analysing, where you will identify effective change management strategies and evaluate yourself, your team and institution as a whole for the readiness to change and conduct a context analysis. This will help you to identify your strengths, weaknesses, threats and opportunities assisting you to enforce the considerations to be looked forward to e-learning implementation. This section consists of 1 task (Task 1)

- Enabling, this section will allow you to identify the key enablers in terms of resources and support in relation to the success factors for the implementation of e-learning. The tasks within this section will alert you to the resources and support required that needs to be managed and overseen to sustain the implementation. This section consists of 2 tasks (Task 2, Task 3)

- and assuring, where you will critically evaluate your current quality standards by considering the international standards and measures for quality delivery of e-learning in higher education. This section is made of 1 task. (Task 4)

The processes you will follow, the concepts you learn about, and particularly, the end of task works you will produce at the end of this module, represent advancement towards the development of your capstone project.

For each task, you will be provided with templates to fill in and small written exercises, these are key elements that you can keep and reuse in your professional life.

The assessment for the module will be undertaken as Moodle quizzes with the purpose of providing the facilitator with your understanding. As a means of formative assessment, the first quiz needs to be attempted after completing Task 1 and Task 2 and the second quiz at the end of the module.

Activity plan

I. ANALYZING (Workload 5h)

Task 1) Analyse current state of faculty/institution for the readiness to change from traditional methods to e-learning

II. ENABLING (Workload 15h)

Task 2) Determining the critical success factors for the implementation of e-learning in higher education

Task 3) Analysis of existing and missing support and resources to sustain e-learning at faculty/institution

III. ASSURING (Workload 5h)

Task 4) Evaluate current rubrics/tools used and course syllabus against quality standards to assure quality e-learning

General Instructions

All the tasks need to be completed individually. But you can discuss with peers through the discussion forum established under each task. Since most of the tasks need to be contextualised to your faculty/institution and are at the management level, you can discuss with the faculty's management committee, academic review committee or any other related body to complete the task. This will allow you to gain ideas and the task outcome to be the most relevant.

The task outcomes will not be assessed but you will be provided with feedback from the facilitator. These outcomes will assist you to thoroughly understand the concepts discussed and contribute towards assessments and the final capstone project. So kindly ensure that the task outcomes are completed.

Task 1: Analyse current state of faculty/institution for the readiness to change from traditional methods to e-learning

Workload: 5h

TASK PATH

1) Read the entire task > 2) read the description again > 3) review the resources while taking notes > 4) use the methodological instruments (write down the answers to the questions, fill in the templates) > 5) participate in the forum > 6) Complete the final task outcome

DESCRIPTION

When you are trying to implement e-learning, you are moving towards a change. Being leader, you need to understand change management. The purpose of this task is to analyse the current state of your faculty/institution for the change from traditional methods of teaching and learning to e-learning with the understanding of the quick and effective strategies that can be used to make change happen.

Change management is a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state, to fulfil or implement a vision and strategy.

The following resources will introduce you to change management and effective strategies to handle the change by guiding you to the factors to be considered while analysing your current state of readiness for the change.

RESOURCES

Review the following resources. These will help you to set up your mind as a leader to plan and oversee the implementation of the Foundations of e-learning you previously followed, within your faculty/institution.

Resource 1: This resource shows the change management and leaders role in the process.

Change Management Leadership Guide (2011). **Note**: ONLY READ Pages 4-9 by Ryerson University

Author: Ryerson University

Tags: change management, role of leaders, obstacles

https://drive.google.com/file/d/19nMNYZWZ0OGNYbfQSP5eTF8oOilXWjlQ/view?usp=sharing

Resource 2: In this video, Randy Pennington, business strategist and author, talks about how to make change work, and strategies for leading change, not just managing it. 4.26 min.

Author: Randy Pennington

Tags: change management, leading change, strategies for leading change

Video: How to make change work:

http://www.educationalleaders.govt.nz/Leading-change/Leading-and-managing-change

Resource 3: In this video, DeAnne Aguirre, senior partner with Strategy&, discusses techniques that can help companies transform quickly and effectively. 4.50 min.

Author: DeAnne Aguirre

Tags: effective change management, leading change, techniques

Video: How to lead change: https://www.youtube.com/watch?v=PQ0doKfhecQ

Resource 4: This paper considers the case for reform of management structures in UK universities and offers proposals for change.

Waring, Matt. (2017). Management and leadership in UK universities: exploring the possibilities of change. Journal of Higher Education Policy & Management. Oct2017, Vol. 39 Issue 5. **Note**: ONLY READ p540-558. 19p

Author: Waring, Matt

Tags: leadership, management, higher education

https://drive.google.com/file/d/1FLsvRgJg_2UzufccXvfclxTpbb7dOHLt/view?usp=sharing

Resource 5: this resource presents case studies of institutions on how they view the main forms of organisational change and barriers related to e-learning :

Author: OECD

Tags: forms of organisational change, e-learning, tertiary education

https://www.oecd-ilibrary.org/staff-development-and-organisational-change_5lgmnlb3dnkk.pdf?itemId=%2Fcontent%2Fcomponent%2F9789264009219-9-en&mimeType=pdf

METHODOLOGICAL INSTRUMENTS

The main aim of Task 1 is to analyse your current status with regard to the change, considering strengths, weaknesses, opportunities and threats (SWOT). But before considering that, we need

to answer the question: "Are we ready to change?". As leaders, your opinion on change will have an impact on your efforts to support and guide your team. Therefore it is critical that you understand and support the need for change.

In addition, leaders should assess the readiness of the participants for a change before designing the intervention. This will better help you to consider all the aspects to analyse your current state.

Use the following Readiness Rubrics to rate the readiness before conducting the SWOT analysis.

Readiness Rubrics, Leading Change Handbook - Concepts and Tools (2018). **Note**: pages 5- 10 designed by Jody Spiro

- Tool A: Leaders Readiness - Rate yourself as a leader (p 5-6)

- Tool B: Participant's Readiness – Rate your team (lecturers and other support staff) (p 7-8)

- Tool C: Organisational Readiness – Rate the institution (p 9-10)

FORUM

Use this forum to share your understandings related to the task with your peers - LINK TO FORUM

Reviewing the resources should have provided you with considerations regarding change management. Together with your understanding from M1 about e-learning you should now have related with your readiness as a leader, your team's readiness and your organisation as a whole to address the change using the tools in methodological instruments. Now let's discuss how you rate your readiness level and what could be the strengths, weaknesses, opportunities and threats to be ready for the change from traditional teaching and learning environment to e-learning.

TASK OUTCOME

Applying the tools of readiness and through the constructive discussion in the discussion forum, you should have gained knowledge and ideas about the current state of your faculty and organisation as a whole with respect to e-learning implementation. As the outcome of this task, you are required to compile the identified strengths, weaknesses, opportunities and threats as **SWOT analysis**. Following is a template you can use. A soft copy of the SWOT analysis template is available for download. (Add download link)

STRENGTHS	WEAKNESSES

• • •	• • •
OPPORTUNITIES	**THREATS**
• • •	• • •

Task 2: Determining the critical success factors for implementation of e-learning in higher education

Workload: 5h

TASK PATH

1) Read the entire task > 2) read the description again > 3) review the resources while taking notes > 4) use the methodological instruments (write down the answers to the questions, fill in the templates) > 5) participate in the forum > 6) Bring changes to methodological instruments if required to complete the task outcome

DESCRIPTION

Many educational institutions are adopting e-learning as a new approach to teaching and learning. However, even though technology enhancements are enabling us to be more e-learning successful, there is still an enormous amount of uncertainty in how to implement e-learning successfully. Hence, being an e-learning leader, it is important to know issues that are related to e-learning implementation in both formal and non-formal higher education and ways to address the relevant issues.

This activity will allow you to identify the critical success factors of e-learning implementation in higher education. By analysing your current state through SWOT analysis, you could have identified several issues. This activity will further allow you to ensure that you have addressed all the aspects considering these factors.

RESOURCES

The following resources will introduce you to several cases of e-learning implementation at different institutions and their major challenges faced. In addition, a framework of overall factors that affect the successful implementation of e-learning will be discussed derived from an in-depth survey literature review.

Resource 1: This paper presents a conceptual framework on the critical success factors of e-learning implementation in higher education, derived from an in-depth survey of literature review.

Author: Sujit K. Basak, Marguerite Wotto, Paul Bélanger

Tags: critical success factors, e-learning implementation, higher education

https://waset.org/publications/10004989/a-framework-on-the-critical-success-factors-of-e-learning-implementation-in-higher-education-a-review-of-the-literature

Resource 2: this paper outlines a professional development model, created to evaluate and support e-learning in education considering effective implementation of e-learning

Author: Thaddeus FitzPatrick

Tags: key success factors, e-learning implementation, education

http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.878.1792&rep=rep1&type=pdf

Resource 3: this paper provides insight into some considerable factors and makes suggestions on how to ensure a successful e-learning implementation.

Author: Solomon A. Odunaike, Oludayo O. Olugbara, and Sunday O. Ojo

Tags: critical success factors, e-learning, online education

https://pdfs.semanticscholar.org/0192/c842e85c8e07712afafe0df5f136d2c7043b.pdf

Resource 4: this paper discusses the challenges experienced by Kenyan public universities in the implementation of e-learning and recommends possible solutions towards its successful implementation.

Author: John K. Tarus, David Gichoya, and Alex Muumbo

Tags: e-learning implementation, challenges, universities, higher education

https://pdfs.semanticscholar.org/fe46/add0a4609e448aecec799b7c154b031da7c4.pdf

METHODOLOGICAL INSTRUMENTS

While you review the resources, keep in mind to find out the answers to the following questions:

- What are the key factors?

- What is the role of each factor for a successful implementation of e-learning?

- What are the sub-factors considered under each main factor?

You can use the following summary table to summarise your findings. Rows can be added or removed. A softcopy of this table is available for download. ADD LINK

FACTOR	KEY ROLE FOR SUCCESSFUL E-LEARNING IMPLEMENTATION	EXAMPLE OF SUBFACTORS
1.		
2.		
3.		
4.		
5.		

FORUM

Use this forum to share your understandings related to the task with your peers - LINK TO FORUM

You could have now identified the success factors for e-learning implementation. So let's discuss your findings here in this forum to exchange with the peers: What are the major factors identified and challenges faced with respect to these factors while implementing e-learning at institutions?

TASK OUTCOME

By the end of this task, you are expected to complete the summary table presented in methodological instruments. You can further modify your table after discussion with your peers if you find it useful.

ASSESSMENT 1 QUIZ 1 to be integrated in Moodle

This is the first of the two summative assessments within Module 2. It will consist of Multiple Choice Questions, True/False and matching questions related to change management concepts and success factors for e-learning implementation. You are required to score 50% (completion) to validate module 2. If you failed to get 50% from the first attempt, then you can try it for the second time. You are required to score 60% on the second attempt. If you are unable to pass from the second attempt, then you can try for a third time. You will be required to obtain 70% from your third attempt to succeed. The score of the last attempt will be considered.

Quiz 1

Change management is undertaken as a means of transitioning from the current state to a desired future state in order to fulfil

A.   a vision

B.   a strategy

C.   both vision and strategy

D.   a mission

ANSWER: C

A _____ is a unified, comprehensive and integrated plan that provides a roadmap for achieving the vision

A.   strategy

B.   change management

C.   vision statement

D.   organisational goals

ANSWER: A

_____ is more important than training or changing reward system to move an organization to a new place

A.   culture

B.   communication

C.   organizational structure

D.   institutional policies

ANSWER: A

The most important entity in a change management team would be

A.   CEO and executive leadership

B.   middle managers

C.   supervisors

D.   customers

ANSWER: A

Among the most common obstacles to change, those that can be influenced and improved by being a leader includes:

A.   employee resistance, communication breakdown and staff turnover during the transition

B.   employee resistance, communication breakdown and insufficient time devoted to training

C.   employee resistance, staff turnover during transition and costs exceeded budget

D.   costs exceeded budget, insufficient time devoted to training and communication breakdown

ANSWER: A

Several critical factors that affect the successful implementation of e-learning has been identified based on thorough systematic reviews. Furthermore, sub-factors that contributes to these factors are also presented by scholars. Below presents some of the sub-factors. Match these factors with their respective critical success factor:

Ease of use, appearance, infrastructure planning, system training for the lecturers and students	Technological Factors

Need assessment, financial readiness, infrastructure readiness, technical infrastructure	Institutional Factors
Attitudes towards students, technical competence, content analysis, audience analysis, design approach	Pedagogical Factors
Management team, managing delivery and maintenance, lack of implementation expertise	Management Factors
Social and political influence, learner diversity, digital divide, legal issues	Ethical factors
Evaluation and assessment, course evaluation, e-learning content development process	Evaluation Factors
Lack of financial support, internet access, computer competency, e-learning content development costs	Resources Factors
Lack of cultural interaction, isolation and decreased motivation	Social Interaction factors

In the change management process, there are several contributors with different responsibilities. Among these contributors, the senior leaders or the decision-makers come under which role?

A. Sponsor

B. Champion

C. Change agent

D. stakeholders

ANSWER: A

State whether the following statements regarding key successful factors of e-learning is true or false

- The instructor needs to be skilled in motivating the students online and creating an enthusiastic online environment (True)

- It will be sufficient if either the instructor or the student (any one of them) possess the necessary skills to work efficiently in an online setting (False)

- In order to facilitate different learning styles, the instructors need to incorporate multiple pedagogical methods (True)

- Course content should closely match course objectives in order to facilitate students meeting their learning goals (True)

- The instructor need not require to consider difficulties and challenges facing students when learning online during course design and course issues (false)

Task 3: Analysis of existing and missing support and resources to sustain e-learning at faculty/institution

Workload: 10h

TASK PATH

1) Read the entire task > 2) read the description again > 3) review the resources taking notes > 4) use the methodological instruments (write down the answers to the questions, fill in the templates) > 5) participate in the forum > 6) Bring changes to methodological instruments if required to complete the task outcome

DESCRIPTION

Establishing e-learning is not sufficient. One of the main considerations is to enable the sustainability of the implementation within the institution for a longer-term. Due to the rapid advancement within the field, it always becomes a challenge for eLeaders to remain up-to-date with the resources and support required.

Completing Task 1 and Task 2 introduced you to concepts of change management and allowed you to contextualise the current situation with respect to e-learning implementation. Furthermore,

these activities allowed you to explore several factors that need to be taken into consideration while we takeover the change. With respect to these factors, there will be resources that need to be managed and different types of support that needs to be provided.

Together with the knowledge gained from the first module "Foundations of e-learning" on e-learning, you are now required to identify the individual resources that need to be managed and the types of support to be provided. You, also, need to analyse your current faculty/institution status.

- Does your faculty possess the required resources?

- Are you providing support to sustain e-learning?

- Are there any lacking resources and/or support?

- Is there any change that needs to be brought to existing resources and/or support?

RESOURCES

Resource 1: Video (5-10 min) of head/dean who is currently involved in implementing blended learning explaining their challenges, success measures, actions are taken, benefits with regards to resources and support at the faculty level.

Author: MNU

Tags:

Resource 2: this journal article explores the concept of sustainable e-learning by outlining a scoping review of the sustainability of e-learning practice in higher education.

Author: Karen Stepanyan, Allison Littlejohn

 and Anoush Margaryan

Tags: sustainable e-learning, higher education, concepts

https://pdfs.semanticscholar.org/5a78/1648c4b06917c4a33d3678fd1a490859f1e3.pdf

Resource 3: Journal article detailing the aspects of sustained technical support for e-learning in higher education institutes.

Author: Dr. Allah Nawaz and Muhammad Zubair Khan

Tags: e-learning sustainability, technical support, higher education

https://www.researchgate.net/profile/Allah_Nawaz/publication/267978168_Issues_of_Technical_Support_for_e-

METHODOLOGICAL INSTRUMENTS

The comparison table below will guide you to address the questions asked in the description to analyse your faculty/institution's current status with respect to resources and support for the sustainability of e-learning.

A soft copy of the comparison table is available to download. (Add download link)

CATEGORY	SUB-CATEGORY	CURRENT STATUS (NOT PRESENT/ NEEDS IMPROVEMENT/ PRESENT AND ACCEPTABLE)	RATIONALE
Resource	Human Resource		
	Financial		
	Infrastructure (faculty/institution)		
	Resource accessibility		

Support	Student support		
	Teacher/Academic support		
	Technical Support		
	Institutional support		

FORUM

Use this forum to share your understandings related to the task with your peers - LINK TO FORUM

Exchange your findings and considerations with respect to the status of

your faculty/institution in relation to the categories of resources and support addressed in the comparison tables.

TASK OUTCOME

By the end of this task, you should have completed the comparison table presented under methodological instruments. The table should be finalised with the amendments you want (if required) after the discussion with your peers.

Task 4: Evaluate current rubrics/tools used and course syllabus against quality standards to assure quality e-learning

Workload: 5h

TASK PATH

1) Read the entire task > 2) read the description again > 3) review the resources while taking notes > 4) use the methodological instruments (write down the answers to the questions, fill in the templates) > 5) participate in the forum > 6) complete the task outcome

DESCRIPTION

e-learning had already become a key issue among quality assurance (QA) agencies and institutions. For a higher education institute, establishing quality education should be the priority. Hence, for e-learning also, we need to ensure quality. At the faculty level and institutional level,

there are several methods to ensure quality would be dealt with. So let's rethink the quality measures that you take to assure quality in our habitual F2F delivery courses. Consider the following aspects:

Learning objectives/competencies

Assessment and measurement

Instructional Materials

Learning Activities and Learner Interaction

Learner Support

Accessibility & Usability

Review/Evaluation Process (Self-review, peer review, student review)

The final task of the first module "Foundations of e-learning" exposed you to e-learning quality standards. With this knowledge and further reviewing of the resources presented, criticise the current quality measure rubric/tool used to evaluate F2F courses and reveal their gaps in relation to e-learning quality standards.

You can use the quality matters rubric presented, in the methodological instrument section, to evaluate a current course that is offered at your faculty/institution. This will further allow you to inspect in-depth current quality issues.

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RESOURCES

Resource 1: This paper proposes a process-oriented lifecycle model for ensuring quality in e-learning development and delivery.

Author: M'hammed Abdous

Tags: e-learning development, quality assurance, higher education

https://www.researchgate.net/profile/Mhammed_Abdous/publication/234725157_E-Learning_Quality_Assurance_A_Process-Oriented_Lifecycle_Model/links/545b98160cf249070a7a76c3/E-Learning-Quality-Assurance-A-Process-Oriented-Lifecycle-Model.pdf?_sg%5B0%5D=HJfrQn0QnBYB1tTPeR4Yw_xySzjY98d0u_iYVZ5wajGWqYoI6JG7nvc5qe9UQDnUOO6uBU1GHkz8b_6bmshIFQ.SEImXY4LDtkz-H-AEtUjJhZwjkjKuEvnUI-ei8tsVnocMV3s9MZgKthBguuvvnwi7kP6CgSoPNzWt4KdfJ4bMA&_sg%5B1%5D=6crGRsatCA_FL-rd-QkNMTCGADAo1QQYko_GlzXowfYm-

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Resource 2: Journal article presents a model for evaluating LMS assisted e-learning through reviewing the existing e-learning frameworks and models for quality evaluation.

Author: Kennedy Hadullo, Robert Oboko and Elijah Omwenga

Tags: e-learning, quality evaluation models, frameworks

https://www.google.mv/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwjp0tSbwuLlAhUHeysKHa0YDz4QFjAAegQIARAC&url=http%3A%2F%2Fijedict.dec.uwi.edu%2Finclude%2Fgetdoc.php%3Fid%3D7291%26article%3D2311%26mode%3Dpdf&usg=AOvVaw0pQtAf38KDE3_wY7xERBAL

Resource 3: A higher education rubric including a set of eight General Standards and 42 Specific Review Standards used to evaluate the design of online and blended courses.

Author: QMRs

Tags: e-learning, quality matters rubric, higher education

https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric

Resource 4: Paper titled "Quality Online Learning: e-Learning Strategies for Higher Education"

Author: Gregg, A., Holsing, C, & Rocco, S.

Tags: quality e-learning, e-learning strategies, higher education

https://drive.google.com/open?id=1k8bZTjUizDDDhdjks7hs8vuKJbRDZvyr

METHODOLOGICAL INSTRUMENTS

These are specific Review Standards from the QM Higher Education Rubric, Sixth Edition

Author: QMR

Tags: review standards, quality, higher education

https://www.qualitymatters.org/sites/default/files/PDFs/QM-Higher-Ed-Sixth-Edition-Specific-Review-Standards-Accessible.pdf

FORUM - LINK TO FORUM

Use this forum to discuss the gaps that you identified while comparing the current quality measures for F2F course and how they can be improved to meet the e-learning quality standards

TASK OUTCOME

Write a short summary (of One page long) discussing the gaps that you have identified in current quality measures and improvements required to meet e-learning quality standards. This writing needs to be contextualised to the current practice of your faculty/institution. Hence the work required needs to be specific not in general.

ASSESSMENT 2

This is the last assessment of the two summative assessments within Module 2. It will consist of questions related to the **analysis of current faculty/institution context with respect to resources, support and quality assurance for the sustainability of successful e-learning implementation.** This quiz will consist of open-ended questions to relate the given scenario to the current faculty/institution context. You are required to score overall at least **Satisfactory (3 points)** to validate module 2. You will be presented with 5 questions. Each question will be assessed based on the following criteria:

Exceptional (5 points): well-articulated, student clearly and effectively responds to all the requirements of the assessment question. Ideas are clearly expressed and supported by relevant facts, examples, and references to related readings.
Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.
The source material is incorporated logically & insightfully.

Good (4 points): student response generally adequate & thorough and responds to all of the requirements of the assessment question.
Ideas are clearly expressed and supported by relevant facts, examples, and references to related readings. Few, if any, minor errors in sentence construction, usage, grammar, or mechanics. The source material is incorporated logically & insightfully

Satisfactory (3 points): student responds to most of the requirements of the assessment question satisfactorily. Ideas are adequately expressed and supported by relevant facts, examples, and references to related readings. Few minor or major errors in sentence construction, usage, grammar, or mechanics. The source material is incorporated logically

Developing (2 points): Minimally responds to the requirements of the assessment question. Ideas are expressed generally with inadequate support. Some common errors (major and minor) in sentence construction, usage, grammar, or mechanics. Source material incorporated and documented according

Needs Improvement (1 point): Does not respond well to the assessment question. Ideas unclear, supported by few facts, examples, and details with inadequate support. Numerous minor errors and some major errors in, usage, grammar, or mechanics. Source material incorporated but sometimes inappropriately or unclearly.

Module 3 - Designing digital learning

Leader: UOC

Upon completion of this module you will be awarded with a badge based on a general score of 50% or more.

Activity introduction

Resolve a F2F issue or improve a learning experience with blended learning

The aim of this activity is to provide you with conceptual knowledge and practical information for the design or redesign of your course embracing a blended learning approach.

This hands-on approach is organised as a sequence of interrelated tasks that support a progressive design of a blended learning solution.

The activity is divided into 3 main areas of work:

- Analysing, where you will review one of your own courses and identify possible areas of enhancement, issues requiring special attention, incertitudes in teaching and learning, or even a place for innovation. This section is composed of 3 tasks.

- Approaching, where you will be introduced to a variety of blended learning models that represent different ways to approach a course making the most of face-to-face sessions and online learning. They also provide strategies that respond to students' needs for flexibility and the commitment of lecturers to the improvement of their practice. This section consists of 1 task.

- and designing, where you will design at least one blended learning activity or learning sequence highlighting face-to-face and online particularities and interconnections, using constructive alignment,and taking into account the affordance of tools. This section is made of 1 task.

The processes you will follow, the concepts you learn about, and particularly, the documents you will produce, all represent milestones in the development of your capstone project.

In each task you will be provided with methodological instruments (templates to fill in or question lists), these are key elements which you can keep and reuse in your professional life, whenever you will need to adapt one of your F2F courses.

The tasks you will undertake in this module and in the following one (module 4) provide you with a practical experience of instructional design. They are meant to guide you through the process of designing a blended learning activity. You will most likely not have time to have a well polished implemented activity by the end of module 4, but you will have familiarised yourself with the basis of designing for blended learning and have developed important competences. Once you have finished these two modules you will be able to start your capstone project, this is where you will revise your activity, revisiting the module 3 and 4 tasks to present your refined blended learning activity ready to use with your students.

The assessment of the module is made through one deliverable. It will enable you to demonstrate your competences in analysing your existing F2F course and its learning and teaching situation, it will require you to show skills in approaching a new blended learning offer and it will permit you to present and justify your design choices.

Activity plan

1. ANALYSING (workload 6h)

Task 1) Review your existing F2F course to highlight issues and identify potential situation for blended

Task 2) Rewrite learners' needs according to a blended learning situation

Task 3) Identify competences and learning outcomes to be addressed in a blended learning context

2. APPROACHING (workload 6h)

Task 4) Blended approach: choose one issue to address or learning experience to improve and the blended model to be implemented

3. DESIGNING (workload 13h)

Task 5) Design the activity or learning sequence for your blended learning addressing what has been diagnosed and identify pertinent resources

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General Instructions

Before you begin, you will need to have at hand one F2F course you have been teaching or are about to teach that you want to adapt to blended learning. You will find below a step by step task-list which you can follow.

Each task provides a description, several resources, one or more methodological instruments (template, checklist, question list) and a forum. The tasks ends with a work you will produce, these works will help you to write your assessments and your capstone project.

You might find it useful to have a first read through the entire task before you can begin reading and viewing the resources and using the methodological instruments. We recommend taking notes while reading and viewing the resources.

Remember that the forum is open access and available throughout the activity to discuss with your peers any issue or doubt you might have.

General forum

Welcome to module 3 (Add link)

This forum is available at the beginning of Week 1, you can use it to ask questions to the facilitator about login in, about the sections: "Module description"(Add link), "Activity introduction"(Add link), "Activity Plan" and "Instructions", or any technical problems.

Task 1: Review your existing F2F course to highlight issues and identify potential situations for blended

Workload: 2h

TASK PATH

Step 1) Read the entire task > Step 2) read the description again > Step 3) review the resources taking notes > Step 4) use the methodological instruments (write down the answers to the questions, fill in the templates) > Step 5) participate in the forum

DESCRIPTION

Rethinking your course for a blended learning approach. You start analysing the activities and contents of your existing F2F course.

Drawing a content inventory of your existing course will help you have a clear overview of it and will make the issue identification process easier. Asking yourself what your students can demonstrate (knowledge, skills and attitudes) at the end of your F2F course will help you in the inventory process.

Current course design

Course Title:

Course aims:

Competences:

Targeted Learning Outcomes:

Course Structure:

Teaching Activities: (including contact time / delivery methods)

Student Activities: (self-study hours / methods / location of learning)

Resources:

Assessment(s):

RESOURCES

Now that your F2F course inventory is done, you can review the resources below. They will complete the information on blended learning you have already studied in module 1 and present you with some of its possibilities.
This will help you decide on possible changes in your course. You might want to introduce areas of enhancement, to address issues requiring special attention, deal with an uncertainty in teaching and learning, or even to establish a place for innovation.
You will find further guidance in the questions in the Methodological Instruments section below to assist you in this task.

Resource 1: This video gives an insight into how your colleagues have been dealing with this task. Case study: MNU video interview

Author: MNU

Tags: approach, design, case study, teaching

LINK

Resource 2: This short video presents lecturers who have converted their F2F courses into blended learning ones, they share their experiences and conclusions.

Blended Learning: Making it Work in Your Classroom - 5.15 min.

METHODOLOGICAL INSTRUMENTS

The aim of task 1 is to identify how blended learning would improve your F2F course and be of benefit to your students.

So, now that you have reviewed the resources above, we have prepared a series of questions to help you reflect on different points in your course. These will help you to highlight issues in your F2F course and identify potential blended learning situations:

Here is a list of possible situations you face and that may let you identity problems which might need attention (you can download this template in the "Task 1 download section") (ADD LINK to word document):

QUESTIONS	YES/ NO/ COMMENTS
Do you perceive that your classes may be monotonous to your students?	
Is the class duration too short to deliver all the contents?	
Do your students get distracted?	
Do students use their mobiles for personal matters during class?	

Do you find that your students have different levels of previous knowledge and competences?	
Do you find there is a lack of time for discussion or to solve problems and do activities?	
Do your students come to class without completing their readings?	
Do you find there is a lack of time to develop collaborative learning?	
Do you think that F2F does not provide sufficient opportunities to track students learning progress?	
Do you find there is a lack of reflection time?	
Do you feel the need to individualise learning so each student can go at their own pace?	
Do you feel that your students would benefit from developing autonomous learning skills?	
Any other issues or improvements needs you can identify in your F2F course?	

FORUM

Use this forum for any kind of exchanges you feel relevant to the task 1 (and only about task 1): add LINK TO FORUM

Now that you have reviewed your F2F course and thought about its possible issues, you might find it useful to exchange with your peers: did you find any difficulties in doing this task? Do you have any questions? Would you like to share a tip or a resource you found useful with your peers?

TASK OUTCOME

By the end of task 1 you should have a filled in "**issue table**" (see the model below), with a list of all the issues you have highlighted when reflecting on the questions in step 3 (Methodological Instruments).

You can accompany these issues with your comments, observations and reflections, or even new questions one issue might trigger, there might be underdeveloped ideas or possible solutions you can think of. It is just a first consideration, but you might already have some ideas, or you might want to write down more details about the issue itself.

For example, if one of the issues you have identified is a lack of reflection time, how do you think online time can best serve your students? Would it be: to prepare before a F2F meeting, during a F2F course, review after F2F class, develop knowledge of skills after F2F exchange? Would learners benefit from reading online course contents before you have a F2F session where you would further discuss them?

We will see, later on, how to address these issues. Keep this issue table as it will be useful for your assessment at the end of the module and for your capstone project.

Issue table: Add or remove rows in function of your needs (you can download this template in the "Task 1 download section") (Add link):

ISSUES	COMMENTS, OBSERVATION, QUESTIONS AND REFLECTIONS
1	
2	
3	
4	
5	

Task 2: Rewrite learner's needs according to a blended learning situation

Workload: 2h

TASK PATH

Step 1) Read the entire task > Step 2) read the description again > Step 3) review the resources taking notes > Step 4) use the methodological instruments (write down the answers to the questions, fill in the templates) > Step 5) participate in the forum

DESCRIPTION

You designed your F2F course taking into account your learners needs in a F2F context, now that you are about to adapt it to a blended learning context their needs might have changed.

The aim of task 2 is to help you reconsider your students needs by drawing one or more persona(s) and, intrinsically, consider how your role will evolve to answer their needs. In a traditional F2F setting, the information path is mostly one way: the lecturer is the centre point and transmits his knowledge to the students.

A blended learning context might provide an opportunity to alter this dynamic and enable students to become an active part of the learning process, thus developing new competences and building up their engagement.

The resources below will help you reflect on these topics. They will enable you to adopt and develop a teaching model tailored to your students' needs and to how they learn.

RESOURCES

Resource 1: This resource explains what a persona is, and why it is a useful tool to better understand your expected students.

Author: The learning design grid, Created by Yishay Mor

Tags: personas, learners needs, students

http://www.ld-grid.org/resources/representations-and-languages/personas

Resource 2: This video from the UNSW in Australia, provides testimony of teachers who have dealt with how to engage their students in an e-learning environment.

Author: Engaging and motivating students, By LTTO Team

Tags: engaging, motivating students, strategies for motivating, sustaining participation.) 6.03 min.

https://ltto.unsw.edu.au/engaging-and-motivating-students/

Resource 3: This video highlights student-centered learning principles.

Student centered learning - 3.38 min.

Author: Nellie Mae Education Foundation

Tags: student centered learning, SCL, active learning, learners needs

https://youtu.be/e6ieXLVCss4

Resource 4: This article introduces different teaching models. Once you have drafted an outline of your typical student(s) you will have a more precise idea of which teaching method would

correspond better to them and their learning context. You will find different models in this article which will guide you in this choice.

Models of Teaching

Author: The Second Principle

Tags: Models of Teaching, Leslie Owen Wilson, active learning, teaching

https://thesecondprinciple.com/teaching-essentials/models-of-teaching/

Additional resources (these are not mandatory and are not calculated as part of your study time, but they provide you with further information you might find useful to you to design your future courses or to further grasp a concept):

Action Learning - Learning Series - Author: NGO Learning Centre

https://youtu.be/oRnw1MguS6o

A Student-Centered Model of Blended Learning Author: Edutopia 5.48 min.

https://youtu.be/zrR-Kloggf4

The social classroom - Author: George Lucas Educational Foundation 1.38 min.

https://youtu.be/a0op1QVf2PM

Collaborative Learning Builds Deeper Understanding - Author: Edutopia 8.46 min.

https://youtu.be/rWEwv_qobpU

Making Instructional Decisions - Model of teaching - Author: The Second Principle (tags: model of teaching, Leslie Owen Wilson, teaching methods)

https://thesecondprinciple.com/teaching-essentials/instructional-decisions/

Chapter 1 - A Model for Understanding University Teaching and Learning - James e. Groccia

https://www.sagepub.com/sites/default/files/upm-binaries/47538_ch_1.pdf

SUMMARY OF MOSSTON'S TEACHING STYLES - Rowan University

http://users.rowan.edu/~conet/ElemPE/mosston-teaching-styles.html

Teaching Teaching & Understanding Understanding

Part 1 https://youtu.be/iMZA80XpP6Y

Part 2 https://youtu.be/SfloUd3eO_M

Part 3 https://youtu.be/w6rx-GBBwVg

METHODOLOGICAL INSTRUMENTS

As part of task 2 you are required to draw a persona card of one or more typical student(s).

These questions will help you in this process:

Who are you teaching? What are the expectations, the difficulties, the interest of your students? Which are their competences? What can they use some help with? In which context do they study?

Pinpointing the parameters of your typical student(s) will help you find out what their needs are and how you can better tailor your teaching to them.

 It will also help you answer questions such as: will you be a facilitator for the learning? Will your students be actors? What will your new role be? What will their new role be? How will the online and F2F sessions be organised in order to be most beneficial to their learning experience? Which blended learning model best suits their needs and context?

The template below is one example of a persona card, filling it in will give you a clearer image of your typical student, you might also find that all you need for your purpose is not there and that you need to add additional information, do not hesitate to add rows if needed.

Template: Person card (you can download this template in the "Task 2 download section"(Add link))

PERSON	
	Name: **Gender:** **Age:** **Lives in ... with ...** **Likes:**
Education and experience (Study level / have previously studied online or blended courses / other info.)	
Role and responsibilities	
Technical skills and access (have a computer / access to the Internet / prefer to navigate the Internet with which device / habitual use of internet / confidence with Office programmes, manage software for online learning, find or gather information online /other info.)	

Subject domain skills and knowledge (Faculty or Center in which students are / campus / previous experiences / other info.)	
Self-directed learning (carry out own study plans / seek assistance when facing learning problems / manage time / set up my learning goals / other info.)	
Motivation and desires (have high expectations for their learning performance / career progression / step to another study programmes / step to a new profession / personal interest / other info.)	
Goals and expectations (Have a diploma or certificate / pass to next level / gain competences / gain knowledge / other info.)	
Obstacles to their success (lack of time / access to technology / autonomy / distractions / motivation / difficulty of online communication / other info.)	
Unique assets (previous knowledge or experience / personal interest / other info.)	
Other parameters:	

FORUM

Use this forum for any kind of exchanges you feel relevant to the task 2: LINK TO FORUM

Now that you have drawn the persona(s), there may be some thoughts you would like to share with your peers? Or you may be having difficulties finishing the task and would like to ask guidance from someone who has already done it? Could you share the difficulties you might have encountered? You might wish to discuss teaching models with your peers? Do you have any questions about these topics? Would you like to share a tip or a resource you found useful with your peers?

TASK OUTCOME

By the end of task 2 you should have one or more filled in "**persona card(s)**", the template was provided in the "Methodological Instruments" section of this task, there might be more than one type of student in your course, in which case you will need to provide as many persona cards as there are types of students.

This(ese) artefact(s) will not be submitted but make sure that you keep them as they will be useful for your assessment and for your capstone project. They will also become important tools in your professional life when you have to adapt to other F2F courses in the future.

Task 3: Identify competences and learning outcomes to be addressed in a blended learning context

Workload: 2h

TASK PATH

Step 1) Read the entire task > Step 2) read the description again > Step 3) review the resources taking notes > Step 4) use the methodological instruments (write down the answers to the questions, fill in the templates) > Step 5) participate in the forum

DESCRIPTION

Now that you have determined your typical student and began to think about your role as a lecturer in a blended learning context, you can concentrate on reviewing the competences and learning outcomes you had planned in your existing F2F courses.

Taking the course review you did in task 1, as a base, together with the persona(s) and the learning model you have chosen, you can rethink the competences and learning outcomes you identified in your F2F course in this new blended learning context.

The competences are the general knowledge, skills, and abilities (useful in a professional, educational or general life context) your students will develop in your blended learning course.

The intended learning outcomes are written from the student's perspective, describing specifically what they should be able to know, do, or value as a result of successfully completing their learning. They are measurable and will be assessed in your course.

You will find various resources below, as well as methodological instruments, to help you rewrite the competences and learning outcomes for your blended learning course.

RESOURCES

Resources 1: This resource will inform you on how to write the competences you want to develop in your blended course.

Writing Competences

Author: U.S. Office of Personnel Management (OPM)

Tags: competences, alignment, learning outcomes, approach

https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/writing-competencies.pdf

Resource 2: This resource will provide you with the basics on writing learning outcomes.

Tips for writing LO

Author: Rensselaer

Tags: learning outcomes, competences, alignment, approach

https://provost.rpi.edu/learning-assessment/learning-outcomes/quick-tips-writing-learning-outcomes

Resource 3: This document gives you a wide inventory of useful verbs to use to write learning outcomes. (This document is on our drive it will have to uploaded on Moodle)

Author: UOC / EADTU

Tags: learning outcomes, action verbs, approach

https://drive.google.com/open?id=1Xy2q0wCjZ0glfuO9du4sfp-KBMuen8RR

Additional resources (these are not mandatory and are not calculated as part of your study time, but they provide you with further information you might find useful to you to design your future courses or to further grasp a concept):

Anderson and Krathwohl – Bloom's Taxonomy Revised

https://thesecondprinciple.com/essential-teaching-skills/blooms-taxonomy-revised/

Paragraph called: Writing Program-Level Learning Outcomes - Author: Centre for teaching and learning

https://teaching.uwo.ca/curriculum/innovation-review/planning.html#characteristics

METHODOLOGICAL INSTRUMENTS

The competences table, below, will guide you in the diagnosis of the competences your students need to develop.

Competences table: This template is useful to write competences it will guide you through its process. (you can download this template in the "Task 3 download section")

COMPETENCES	RATIONALE
Which are the competences required in the professional context your students will engage in after their studies?	
Which are the fundamental competences needed for the topic you teach?	
Which is the competence need for your target group? When you drafted your persona(s) you might have highlighted particular needs which you can address?	
Which are the skills necessary to reach the selected competences?	
Which knowledge is necessary to reach the selected competences?	
Which are the attitudes necessary to reach the selected competences?	
Is there any competences you were developing in your F2F course you do not judge necessary in its blended learning version?	

Learning outcomes table: Once you have re-written the competences to be developed in your blended learning course, you can turn to the learning outcomes. The learning outcomes will bear some relation to the competences you have selected.

Filling in the table below for each intended learning outcome will help you to do that. You will need to duplicate it for each learning outcome. (you can download this template in the "Task 3 download section")

LEARNING OUTCOMES 1	
ELEMENTS	
Verb	
+ On what or with what	

+ Context	

FORUM

Use this forum for any kind of exchanges you feel relevant to the task 3: LINK TO FORUM

Now that you have written the competences and learning outcomes for your course, you can share with your peers on this experience. Did you find any difficulties? Do you have any questions? Would you like to share a tip or a resource you found useful with your peers? You can also use this forum to ask for help if you need it.

TASK OUTCOME

By the end of task 3 you should have the filled in "**competences table**" and "**learning outcomes table**" previously provided in this task methodological instruments. Using these two tables you should write a list of competences (up-to 3 / 4 competences) and learning outcomes (up-to 6 / 7), which your course will develop.

These artefacts are not meant to be submitted but make sure that you keep them as they will be useful for your assessment at the end of the module and for your capstone project. They will also become important tools in your professional life when you have to adapt other F2F courses in the future.

Task 4: Blended approach: choose one issue to address or learning experience to improve and the blended model to be implemented

Workload: 6h

TASK PATH

Step 1) Read the entire task > 2) read the description again > 3) review the resources taking notes > 4) use the methodological instruments (write down the answers to the questions, fill in the templates) > 5) participate in the forum

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DESCRIPTION

Thinking back about task 2, where you identified various issues or aspects in your F2F course which you wish to improve, you can now select one of these concerns or elements you wish to address.

This task is intended to familiarise you with various blended learning models in order to help you decide how to address the issue you have chosen to resolve or the learning parameter you wish to enhance.

There are 6 mains models which are generally used in blended learning courses: Station rotation, Lab rotation, Individual rotation, Flipped classroom, Flex, A la carte, Enriched virtual. Each model offers a range of benefits and is more appropriate to certain goals, all are not always possible to apply as they also depend on the university's strategies and framework.

The resources and methodological instruments below will help you understand how you can fill in the template provided, where you will detail the issue you have chosen to resolve and the model you will use.

Please note that you will be working on the other issues on your capstone project after you finish the 3rd module (M4 - The networked teacher).

RESOURCES

Resource 1: This first resource explains the different models you can choose from to design a blended learning course (Station rotation, Lab rotation, Individual rotation, Flipped classroom, Flex, A la carte, Enriched virtual). You can either click on each model on the top menu of the page or just go down the page to view them. Click on the buttons "watch video", "model in action" or "profile to find more information about the models and decide which is best suited for your student, your topic, your settings and yourself.

Blended learning models

Author: BLU, Blended Learning Universe

Tags: blended learning, blended learning models, station rotation, lab rotation, individual rotation, flipped classroom, flex, a la carte, enriched virtual, model, design

https://www.blendedlearning.org/models/

Resource 2: This second resource will provide you with questions and reflections to help you choose a model. You do not need to fill in it. It is just a tool to help you think about your own context.

Choose The Model - Analyze your circumstances across six dimensions

Author: BLU, Blended Learning Universe

Tags: blended learning, blended learning models, station rotation, lab rotation, individual rotation, flipped classroom, flex, a la carte, enriched virtual, design

https://www.blendedlearning.org/wp-content/uploads/2016/10/Choose-the-model-worksheet-8.pdf

METHODOLOGICAL INSTRUMENTS

The following questions are designed to guide your thought process in the reasoning and choosing a blended model.

Can you identify the benefits of a blended learning approach to the issue you wish to solve or the innovation you want to introduce?

What can a blended learning approach permits students to do?

Can online time be useful to learn knowledge or practice skills they are use to do in class, how does this affect your role and theirs?

Can mobile phones be used in class to learn?

Can debate help with the monotony of the classroom?

Can time consuming activities be done online?

Can learning be calibrated to learners personal needs?

Tip: F2F time is usually best used for real-life situations, problem-solving, debate or other form of exchange, simulation, questions, getting deeper into a subject… while online time can be used for theory, research, writing (collectif or personal), weekly quizzes for marks, group and individual projects.

FORUM

Use this forum for any kind of exchanges you feel relevant to the task 4: LINK TO FORUM

You can start a discussion on some of the issues you have identified to get feedback from your peers, or you can debate on blended models which might suit you best. Did you find any difficulties, can you share them with your peers? Do you have any questions you would like to ask them? Would you like to share a tip or a resource you found useful with your peers?

TASK OUTCOME

Write a short written work (one A4 page maximum) on the issue or learning aspect you have chosen to resolve or improve and how you will do it. Using the resources and the methodological instruments of this task as a reference, explain the blended learning model you choose to use and why you believe it will solve your issue or make your students learning experience more relevant. Make sure to be specific to your students needs and context and not to write in general terms.

Keep this work as it will be useful for your assessment at the end of the module and for your capstone project.

Task 5: Design the activity or learning sequence for your blended learning addressing what has been diagnosed, and identify pertinent resources

Workload: 8h

TASK PATH

Step 1) Read the entire task > Step 2) read the description again > Step 3) review the resources taking notes > Step   4) use the methodological instruments (write down the answers to the questions, fill in the templates) > Step 5) participate in the forum > Step 6) ASSESSMENT

DESCRIPTION

At this point, you have a clear idea of the issue you want to solve, or of the learning experience you wish to improve. You know which blended learning model you will apply. So you can now focus on designing an activity which corresponds to these parameters.

The activity should provide your students with the relevant experience and resources to reach at least one of the intended learning outcomes of the course while developing one (or more) of the highlighted competences (or part of it). This is done through active learning and it should describe the actions the students will take.

When designing a learning activity it is, therefore, important to have the learning outcome(s) in mind, so it is aligned with them. You should also have a general idea of the kind of assessment you will use to verify your students' achievements.

Module 4 will introduce you to assessment methods and strategies.

These three elements should align:

LEARNING

LEARNING   ASSESS
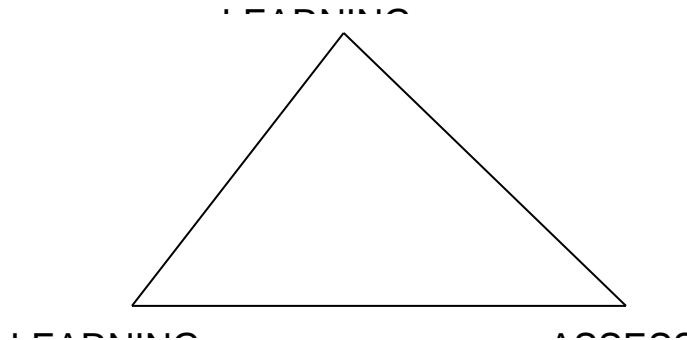
After selecting at least one of the learning outcomes of the course, you can then consider which learning activity will help your students achieve this outcome.

An activity uses technology but the important matter to consider is your students needs and your course's goals, the technology is only there to enhance the learning experience, it is just there to help. So it is important that you are confident with the tool(s) you choose. You will also need to clearly explain your students how to use them.

You will find below the necessary resources and methodological instruments to design your activity. You will also encounter the information on where to find resources you can use for your activity.

Designing an activity involves writing its scenario or plan, taking into account each elements (competences, learning outcomes, tasks, resources, methodological instruments, tools, assessments, additional information). You might find it useful to draw a mindmap of your activity, showing how the competence(s), learning outcome(s) and tasks are connected, you can later on add the assessment(s) and communication to the map in module 4 to have a complete overview of your activity. You will find information about mind maps in the additional resources of this task.

Your activity should have at least one online task and one F2F task, but it can be made of as many tasks as you need. You will need to draw an activity plan which shows how online and F2F tasks articulate and connect, you will find a template (Learning outcome-driven plan) in the "Methodological Instrument" section of this activity.

In the next module (M4) you will carry on designing the activity, focusing on facilitation, communication and assessment.

In order to design your activity you will need to use resources, these might be resources you already have, resources from external sources which you will reuse or resources which you create yourself. Resources can take many forms: text, video, animation, graphic, interactive support, podcasts, etc. They might be physical or digital. Mixing supports provide students greater diversity in learning modes and remedies repetition. Some students might prefer to read while others will find it easier to assimilate information when watching a video. Whichever the support, it is important to check that the source is reliable and likely to stay online for a long time.

There are some Open Educational Resources repositories which you can search, you can also look for them on the web via a search engine, or find them on platforms such as Youtube or Dailymotion, OpenEdition, Gutenberg, Europeana, etc.

Resources should be introduced in context to the course and the activity. Students should have a clear understanding of why they are consulting a resource, what they will find in it, whether they should read / listen / watch the whole resource or part of it. It is a good practice to add additional resources for students who might need extra help, or might like to approach a problem from different angles or might wish to get deeper into a particular aspect of the course.

In this module you are required to produce a drafted activity, which you will review and refine in your capstone project. It is not a final draft and you will be able to make changes later on, it is just the first step of designing your activity.

RESOURCES

Resource 1: This video will introduce you to the issues to consider when choosing the appropriate technology for your activity.

Considerations for choosing technology

Author: Australian Catholic University

Tags: technology, blended learning activity, planning

https://youtu.be/5lNMd3zRYrY

Resource 2: This webpage will provide you with information to help you decide what kind of activity would best fit your needs. Click on the grey tabs (content focus, interactivity focus, critical thinking, etc.) to discover examples of activities.

Examples of Learning Activities

Author: University of Tasmania

Tags: activities, design, approach

http://www.teaching-learning.utas.edu.au/learning-activities-and-delivery-modes/planning-learning-activities/examples-of-learning-activities

Resources 3: In this video Don Norman explains affordances.

Author: Don Norman - From: "Defending Human Attributes in the Age of the Machine" - CD-ROM from 1994

Tags: affordance, tools, design

https://youtu.be/NK1Zb_5VxuM

Resources 4: This report explains the result of a study on the effective use of tools.

Read only sections: 4.Discussion of the findings and 5.Conclusion and implications

Affordances of Learning Technologies in Higher Education Multicultural Author: Environments Edilson Arenas CQUniversity, Melbourne, Australia

Tags: tools, affordance, design

https://files.eric.ed.gov/fulltext/EJ1062119.pdf

Resource 5: This resource will provide you with an overview of the tools which are present on Moodle to help you design activities. An activity doesn't have to use these tools, you can use other digital tools which can be embedded in Moodle for the online part of your blended learning course. They are just an option which can enable you to introduce interactivity (chat, forum), or to check a specific knowledge (quiz), or to stimulate collaboration (wiki, glossary). In module 4, you will be asked to implement the online part of your activity on Moodle so it is important to design it with the available options in mind.

Activities

Author: Moodle

Tags: LMS, tools, Moodle, design

https://docs.moodle.org/37/en/Activities

Resource 6: This is a list of e-tivities which can be reused, it explains the purpose of each e-tivity and gives a plan for each of them. Some of these could be included in a blended learning activity.

Author: e-tivities (leicester university)

Tags: activity, e-tivities, design, blended learning

https://docs.google.com/spreadsheets/d/1KZTYux7cs3mSMQ7YQ2ekB1Fxbm2BS7oiBSuXo5ehKqw/edit#gid=0

Resource 7: This video briefly introduces Open Educational Resources (OER).

Integrating online resources into your teaching (make sure to read the "case Study" pdf as well as listening to the video.)

Author:UNSW Sydney

Tags: OER, Open Educational Resources, resources

https://ltto.unsw.edu.au/integrating-online-resources-into-your-teaching/

Resource 8: The theme 1 of this document looks at different types of resources which have been used by universities.

125 ONLINE LEARNING INNOVATIONS: Theme # 1 – Creating And Adapting Educational Resources P5⌷sᴇᴘ⌷ (Read only the theme 1 not the whole document)

Author: Ontario's Distance Education and Training network

Tags: educational resources, resources, adapting resources, design

https://teachonline.ca/sites/default/files/tools-trends/downloads/pockets_of_innovation_themes-june_2015.pdf#page=6

Additional resources: You can find more information and examples of activity design in these links (these are not mandatory and are not calculated as part of your study time, but they provide you with further information you might find useful to you to design your future courses or to further grasp a concept):

Cognitive Maps, Mind Maps, and Concept Maps: Definitions - Sarah Gibbons

https://www.nngroup.com/articles/cognitive-mind-concept/

Tools for Mind Maps

https://mashable.com/2013/09/25/mind-mapping-tools/?europe=true

Design with the Student in Mind - Cornell Center for Teaching Innovation 0.38 min.

https://youtu.be/Owy0BDRts_w

Blended Learning Activities

https://www.linfield.edu/tls/blendedlearning/blended-learning-activities.html

OER Commons Collections

https://www.oercommons.org/curated-collections

Guidelines for academic staff - Author UNESCO

https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000213605&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_9ca38b54-75f1-45cc-84eb-

METHODOLOGICAL INSTRUMENTS

Thinking about the issue you wish to solve and the blended learning model you chose, what do you need your activity to be focussed on: content, critical thinking, interactivity, production, problem solving…? What is the aim of your activity?

Which activity will best help your students reach the learning outcomes you chose? How will you articulate the online and F2F tasks? Which task will come first, the online or the F2F? Why? Which tools will you use to achieve your goals? Have you got existing resources you can reuse to help students in their tasks? Where will you find new resources you can reuse? How will you present the tasks to your students? How will your orient students to the activity? What instructions are necessary for the student to be clear about the task and successful in completing the requirements? What will student-to-student interaction look like? What will student-to-instructor interaction look like? What will student-to-instructor interaction look like?

By filling in this template you have a clearer view of the activity you are planning. You can add rows if you need them. There should be at least one F2F task and one online task.

Learning outcome-driven plan (you can download this template in the "Task 5 download section")

LEARNING OUTCOME-DRIVEN PLAN
Title (should be descriptive and enticing):
Competence(s) to be developed (see task3): ● ●

Intended learning outcomes (see task3):
-
-

Tasks (tasks to be undertaken, in chronological order)	**Comments** (justify your choice:, why online, why F2F, why the chosen technologies, how will the tasks align with the learning outcomes, which will your role be ...etc.)
1 Description of task 1	
2 Description of task 2	
3 Description of task 3	

Online tools (tools, spaces):

F2F tools (tools (digital or physical), space lay out):

Resources (type, used online or F2F, credits, short description):
-
-

Assessment: to be filled after you have finished the Module 4

Feedback mode (a debrief in class, feedback provided in discussion forum by the lecturer, email to lecturer and receive individual feedback, feedback in the next F2F session, feedback via video or audio):

Timing (how long should it take your students to finish the activity):

Now that you have a clearer idea of your activity, you can write the first draft, with a step by step guidance on how to fulfil it.

In the next module (4) you will be required to implement the online task(s) on your Moodle practice space.

In your capstone project you will have more time to refine your design or make changes.

FORUM

Use this forum for any kind of exchanges you feel relevant to the task 5: LINK TO FORUM

You might want to share doubts with your peers, ask or give them help, debate on an idea you have or another resource you found helpful.

TASK OUTCOME

By the end of task 5, you should have the filled in "**Learning outcome-driven plan**" for your activity provided in the methodological instrument section of this task, as well as the drafted activity (you will redact it as you will present it to your students later on in your capstone project), including all the resources and methodological instruments you wish to provide. Remember as your course is in a blended learning mode, you have the possibility to introduce the activity to your students when you are F2F with them or online. This will influence how you write and present the activity.

Keep the plan and the draft as they will be useful for your assessment at the end of the module and for your capstone project.

> **ASSESSMENT**
>
> **Assessment Details**
>
> This Module 3 is assessed by the facilitator based on 1 deliverable consisting of three parts as follows:
>
> Part 1: "Justification of decisions report". Based on the decisions and documentation elaborated in previous tasks, you will write a short report highlighting the issue you have chosen to resolve or the learning aspect you wish to improve. It should also briefly describe the changes you have identified and the lecturer's role addressing the target group needs. It should, furthermore, shortly explain the blended learning model you chose to use and why you believe it will solve your issue or enhance the learning experience. It should fit on 1 side of an A4.

Part 2:"Presentation and analysis table" is a short description of your blended learning course and activities' characteristics. (see template below)

Part 3: "Learning outcome-driven plan" which you have already produced at the end of task 5. (see template below)
The achievement, thus completion, of this module is based on a score of at least 50 points.

There are four mains criteria for assessment, as follows:

Identify generic and/or specific competences for a blended activity: 25 points
- Identification of issues / improvements which can be addressed through blended learning (10p.)
- Accurate description of target group in a blended learning context (5p.)
- Correct formulation of competences and learning outcomes following the provided guidelines (10p.)

Align learning outcomes, learning methodologies, and assessment in a blended learning activity: 15 points

- Alignment of the activity with the learning outcomes (10p.)
- Coherence of the learning resources and the methodological instruments with the learners characteristics and with context of use (5p.)

Select a blended learning model according to contextual circumstances and learning needs: 20 points

- Justification of the blended learning model in accordance to the issue/improvement to be implemented (10p.)
- Identification of the benefits of the blended learning environment for students (5p.)
- Explanation of the changes that the blended learning context brought to the lecturer's role (5p.)

Design a blended activity based on a meaningful use of Moodle and/or other ICT tools: 40 points

- Coherent organisation of F2F and online tasks (10p.)
- Sufficient explanation of the expected actions to be undertaken by the students (5p.)
- Tasks take into account the affordances of tools (10p.)
- The technology used enhances the learning experience (10p.)
- Links to external resources are valid and are not infringing copyright (5p.)

Presentation and analysis table

ITEMS	SHORT DESCRIPTION (1 OR 2 LINES)
Issue you have chosen to resolve or the learning aspect you wish to improve	
Target group	
Teaching model	
Blended learning model	
Innovation(s)	
Benefits from this blended learning activity for students	
Benefits from this blended learning activity for you	
Show the affordance of each tool used	
Alignment of learning outcomes, activity and assessment	
Other aspects you wish to highlight	

Learning outcome-driven plan (you can download this template in the "Task 5 download section")

Title (should be descriptive and enticing):

Competence(s) to be developed (see task3):
    ●
    ●

intended learning outcome (see task3):
    ●
    ●

Tasks (tasks to be undertaken, in chronological order)	Comments (justify your choice:, why online, why F2F, why the chosen technologies, how will the tasks align with the learning outcomes, which will your role be ...etc.)
1 Description of task 1	
2 Description of task 2	
3 Description of task 3	

Online tools (tools, spaces):
F2F tools (tools (digital or physical), space lay out):
Resources (type, used online or F2F, credits, short description): ● ●
Assessment: to be filled after you have finished the Module 4
Feedback mode (a debrief in class, feedback provided in discussion forum by the lecturer, email to lecturer and receive individual feedback, feedback in the next F2F session, feedback via video or audio):
Timing (how long should it take your students to finish the activity):

Module 4 - The networked teacher

Leader: CARNET

Upon completion of this module you will be awarded with a badge based on a general score of 50% or more.

Activity introduction

Implement, facilitate and assess your blended learning activity.

The aim of this activity is to help you acquire knowledge and skills to complete design and implement your blended learning course on a Learning Management System.

This activity is organised as a sequence of tasks that provides support in finalising the design of your blended programme you started in the previous module. At each step of this activity you will find selected resources and methodological instruments which will help you complete the tasks. Each task has a forum available for any kind of exchange with your peers relevant to that task.

We suggest reading the entire task and the description before reviewing resources and using methodological instruments for each task. We also encourage you to take notes while reading and viewing the resources and to participate in the forum.

The module consists of 5 tasks:

- Task 1: Determine your role, tasks and responsibilities as a lecturer in your blended learning activity. You will reflect on your current roles as a lecturer and consider how your responsibilities and tasks will change in an online environment. You will be introduced to various digital teaching strategies you can implement into your blended programme, and especially about what is and how to support collaborative learning, active learning and self-regulated learning.

- Task 2: Work with your critical friend and reflect on each other's activity design. You will be assigned a peer with whom you will establish a critical friendship. You critical friend will look into your work and will provide constructive critique in order to help you make

improvements. Your critical friend should provide feedback on your work, and you on her/his.

- Task 3: Assess your activity. You will design an assessment for your blended programme. You will understand the importance of the alignment of the assessments with the learning outcomes, review various assessment methods and the reasons for providing constructive feedback.

- Task 4: Facilitate your activity. You will create a plan for your blended programme communication activities - both synchronous and asynchronous. You will consider the advantages and disadvantages of both online and face-to-face environments and reflect on your activity to create an appropriate communication strategy.

- Task 5: Implement the activity on Moodle. You will create a trial version of your activity or some of its tasks on Moodle and with other tools. You will be introduced to the possibilities of the Moodle Learning Management System and some other tools that will help you create the online part of your blended course.

We advise you to keep the deliverables you will produce during these tasks as well as the provided methodological instruments as they will help you to complete the capstone project that follows Module 4. You can also reuse these templates and methodological instruments in your professional life.

This module has an assessment whose purpose is to demonstrate the competences you acquired through the preceding tasks - designing teaching, assessment and communication strategies in blended learning course and implementing the course on the Moodle LMS. There are four deliverables as part of this assessment, some of which you will already have developed so it is important to carefully finish all that is required in all the tasks.

The goal of this module is not to finish your blended activity you started in Module 3, but to get a good basis and competences required to design blended learning. After this module you will start your capstone project, finish what you have started in Modules 3 and 4, review, refine and improve your blended activity and make it ready to use with your students.

Activity plan

Task 1: Determine your role, tasks and responsibilities as a lecturer in your blended learning activity.

Task 2: Work with your critical friend and reflect on each other's activity design.

Task 3: Assess your activity.

Task 4: Facilitate your activity.

Task 5: Implement the activity on Moodle.

General Instructions

Before you begin with Module 4, you need to have a draft of your activity you designed during Module 3.

Below you will find a step by step task-list which you can follow. Each task provides a description, resources with theories and concepts, instructions, best practices, examples and others, one or more methodological instruments (template, checklist, question list) to help you with solving the task and a forum you can use throughout the activity to discuss with your peers any issue or doubt you might have. The tasks end with a work you will produce, these works will help you to write your assessments and capstone project.

General forum

Welcome to module 4 [ADD LINK]

This forum is available at the beginning of Week 1, you can use it to ask questions to the facilitator about login in, about the sections: "Module description" [ADD LINK], "Activity introduction" [ADD LINK], "Activity Plan" and "Instructions", or any technical problems.

Task 1: Determine your role, tasks and responsibilities as a lecturer in your blended learning activity.

Workload: 4h

TASK PATH

1) Read the entire task > 2) read the description again > 3) review the resources taking notes > 4) use the methodological instruments (write down the answers to the questions, fill in the templates) > 5) participate in the forum

DESCRIPTION

Online, and consequently, blended learning is not only about implementing and integrating technology. Teachers still cannot be replaced, but their role changes. As technology gets widely accepted, strategies are required to implement the technology effectively.

If used properly, technology allows lecturers to use their classroom and online teaching time more effectively and focus on explaining concepts that are harder to adapt, on examples from the practice, but also on the collaborative work and discussion. All that is aimed to help students to get the most of their learning.

However, as the online technology allows learning to occur anytime and anywhere, students are in a position to organize their learning by themselves and not many of them will be able to manage that. The lecturer's responsibility is to help, guide and support them.

In Module 3, you have already thought about how blended learning will be affecting your role as a lecturer, but in this task you should think more deeply about your roles, tasks and responsibilities you will undertake in your blended course.

The resources below will help you identify and specify them. You will read and watch about various digital teaching strategies you can implement into your blended programme, and especially about what is and how to support collaborative learning, active learning and self-regulated learning.

RESOURCES

Resource 1: In this article, the author argues how in an online environment the teacher turns from a lecturer to a mentor and from a disseminator to a facilitator and identifies her five main roles as an online instructor, all based on her own experience.

Redefining Teaching: The Five Roles of the Online Instructor

Author: Julie Taylor-Massey

Tags: online teaching, instructor roles, instructor responsibilities - 10 min. read.

http://blog.online.colostate.edu/blog/online-teaching/redefining-teaching-the-five-roles-of-the-online-instructor/

Resource 2: In this presentation you will repeat what are the basic elements of an online instruction, learn about the four roles online instructor has and get recommendations about each of those roles.

Roles and Responsibilities of the Online Instructor

Author: Jason F. Rhode:

Tags: online teaching, instructor roles, instructor responsibilities - 10. min. read.

https://www.slideshare.net/jrhode/roles-and-responsibilities-of-the-online-instructor

Resource 3: This page explains an active learning approach, provides a variety of active learning techniques and gives advice on how to implement active learning.

Active learning

Author: Western University Canada, Centre for teaching and learning

Tags: active learning, digital teaching strategies, collaborative learning, learner's engagement - 5 min. read, 5 min. watch.

https://teaching.uwo.ca/teaching/learning/active-learning.html

Resource 4: In this video you will see how teachers can use online lectures to support the active learning and improve student understanding of the class content.

Using online lectures to support active learning

Author: The University of New South Wales, Sydney

Tags: active learning, digital teaching strategies, critical thinking, collaborative learning, learner's engagement - 8 min. watch.

https://ltto.unsw.edu.au/using-online-lectures-to-support-active-learning/

Resource 5: This article explains that self-regulated learning is a cyclical process, wherein the student plans for a task, monitors their performance, and then reflects on the outcome. The article gives suggestions on how to guide students through that process.

What is Self-Regulated Learning?

Author: Science Education Resource Center at Carleton College

Tags: self-regulated learning, digital teaching strategies, learner's engagement - 10 min. read. https://serc.carleton.edu/sage2yc/self_regulated/what.html

Additional resources: These are not mandatory and are not calculated as part of your study time, but they provide you with further information you might find useful to you to design your future courses or to further grasp a concept:

Resource 6: 15 Must Follow Teaching Strategies for The Digital Classroom - Author: LiveTiles - Keywords: digital classroom, teaching strategies, online teaching - 10 min. read.

In this article, you will learn that moving towards online teaching requires strategies to implement the technology in the most effective ways and it recommends 15 such strategies.

https://www.livetiles.nyc/15-must-follow-teaching-strategies-digital-classroom

Resource 7: Using online lectures to support active learning - a supporting case study - Author: The University of New South Wales, Sydney - Keywords: active learning, teaching strategies, critical thinking, learner's engagement - 15 min. read.

https://ltto.unsw.edu.au/wp-content/uploads/2018/03/CS_Lectures_LTTOn.pd

Resource 8: 5 Redefined Roles of An Educator in A Blended Classroom - Author: Urvi Bhagi, eLearning Industry - Keywords: digital teaching strategies, instructor roles, learner's engagement - 10 min. read.

In this article you read about 5 roles and responsibilities the lecturer should take to proactively develop and deliver a personalized learning for every individual learner.

https://elearningindustry.com/5-roles-educator-blended-classroom

Resource 9:

Changing Roles of teachers and learners - Author: Core Education - Keywords: instructor roles, online teaching, learner's engagement - 4 min. watch.

https://youtu.be/nuYWUPirkqQ

Resource 10: Supporting Self-Regulated Learning - Authors: Alexander Nussbaumer, Ingo Dahn, Sylvana Kroop, Alexander Mikroyannidis, Dietrich Albert - Keywords: self-regulated learning, learning guidance, learning models, personal learning environments.

This paper presents possibilities and approaches to support the SRL by the use of technology. It discusses the theoretical background of the SRL and related technologies, presents a formal framework that describes the SRL process, related competences, and guidelines.

https://link.springer.com/chapter/10.1007/978-3-319-02399-1_2

METHODOLOGICAL INSTRUMENTS

As part of this task you have to fill in the table with a list of the roles, tasks and responsibilities you will undertake for each of the tasks you specified in module 3 for your blended course. You can use the template below to help you.

Table: list of lecturer's tasks and responsibilities (you can download this table in the Task 1 download section). [ADD LINK]

	ROLE/ RESPONSIBILITY	DETAILED DESCRIPTION/EXPLANATION
LO1 Task 1	write here what is your role and/or responsibility for this task of your activity	write here a detailed description of your role with concrete actions and tasks you will undertake

LO1 Task 2	write here what is your role and/or responsibility for this task of your activity	write here detailed description of your role with concrete actions and tasks you will undertake
…		

You can add or delete rows to reflect your needs or replace this table with the one you find appropriate.

When thinking about your roles, you can ask yourself the following questions to help you:

- What do I do in the classroom to achieve this outcome? What are the obstacles I have in the classroom? How can an online environment help me to address these obstacles? For example, during a F2F session we can only address only as many questions my students have as the session duration allows. The same goes for the discussions we can have F2F. Online we can collect questions and answers and make them available not only for the one generation of students, students can be motivated to provide answers to their peers, there is more time to come up with the concise and thoughtful answers, discussions can be used to draw conclusions, etc.

- Think about all the possibilities you have online, but also think what consequences that will have for your F2F sessions and your online work. Will your students be able to self-direct themselves and what support they need, how do you motivate your students to participate in the online discussions and do all the online work you asked them to, do you have to moderate online discussions or can you leave your students alone sometimes, how will you handle possible large number of questions…?

- What are the advantages of F2F for particular tasks? How will your F2F sessions change to make full out of these advantages, do you have to think about the new methods to implement etc.

As your activity will consist of various tasks that will include a range of face to face and online methods and the modalities, think about your roles and responsibilities for each of these tasks, but have in mind that they are interconnected and a part of your blended course as a whole.

FORUM

Use this forum for any kind of exchanges you feel relevant to the task 1: [ADD LINK]

You can use this forum to exchange ideas, share your thoughts and ask for a suggestion about typical and specific roles of a lecturer in a blended course and for some specific tasks. Ask for a

tip from the peers that already have experience with transition from F2F to online and blended learning, and offer your help to others that have an issue.

If you have a question about the content or the task itself, don't hesitate to ask. Don't be afraid to discuss any issue or an idea you or any of your peers have.

TASK OUTCOME

By the end of task 1, you should have created a list of the tasks and responsibilities for your activity. Write down your roles and responsibilities for each of the tasks your course consists of.

You can use the table provided in the Methodological instruments, but feel free to adapt it to your case if you find it necessary.

Keep this list for your future reference as you might find it useful when you will be preparing for the course and during the course delivery.

Task 2: Work with your critical friend and reflect on each other's activity design

Workload: 5h

TASK PATH

1) Read the entire task > 2) read the description again > 3) review the resources taking notes > 4) use the workshop tool on the Moodle to meet your critical friend > 5) establish and follow the process with your critical friend > 6) use the methodological instruments (write down the answers to the questions, fill in the templates) > 7) participate in the forum

DESCRIPTION

After you have designed a draft activity of your blended course in the Module 3 and reconsidered your new roles and responsibilities as a lecturer, it is a good idea to review what has been done and ask for another opinion. That opinion and review can come from a person that will act as your critical friend.

As you will learn, a critical friend is a person of trust who will look into your work and provide critical feedback in order to help you make improvements. A critical friend should review your work thoroughly and provide feedback from another and an independent perspective. Although (s)he should primarily be critical, her/his role should be supportive. The main goal is to make your work better.

Use the resources below to learn more about the roles of a critical friend and how the possible process could look like.

The rest of your task is to work with a peer with whom you will establish critical friendship. The same as your critical friend should reflect on your work, you should reflect on her/his.

Your critical friend will be assigned to you randomly using the workshop tool on the Moodle. [ADD LINK TO WORKSHOP TOOL ON THE MOODLE]

RESOURCES

Resource 1: In this article you will find out what a critical friend is, what are her/his roles, how the process between you and your critical friend can look like and what are some situations where the critical friend can be of use.

Through the Lens of a Critical Friend

Authors: Arthur L. Costa and Bena Kallick

Tags: critical friends, lecturer's feedback, reflection - 12 min. read.

http://www.ascd.org/publications/educational-leadership/oct93/vol51/num02/Through-the-Lens-of-a-Critical-Friend.aspx

Resource 2: This resource will show you why and when to give/receive feedback and what resources could be helpful.

Critical Friends: Building a Culture of Collaboration

Author: Jennifer Pieratt

Tags:: critical friends, lecturer's feedback, reflection - 8 min. read.

https://www.teachingchannel.org/blog/2015/01/14/building-a-culture-of-collaboration

Additional resources - These are not mandatory and are not calculated as part of your study time, but they provide you with further information you might find useful to you to design your future courses or to further grasp a concept

Resource 3: Research and innovation in education for sustainable development: exploring the challenges and opportunities - Authors: Gisela Cebrián - Keywords: action research, critical friends, higher education, institutional change, sustainability.

This paper is based on a doctoral study conducted at the University of Southampton in which a doctoral student was engaged as a critical friend for a period of more than one and a half years working with a group of staff and students trying to implement a programme to embed sustainability within the institution. The evidence is provided on the impact and contributions made by the critical friend, and reflections presented on the challenges and opportunities the critical friend encountered during the research.

Resource 4: Critical Friends: A Process Built on Reflection - Author: University of Washington - Keywords: critical friends, lecturer's feedback, reflection - 12 min. read.

This paper presents a possible model for a critical friendship process.

https://depts.washington.edu/ccph/pdf_files/CriticalFriends.pdf

Resource 5: In this video you will learn about critical friends' groups and critical friends' protocols.

Critical Friends as a Best Practices in Peer to Peer Feedback

Author: Ashley Sweatt

Tags: critical friends, peer-to-peer feedback, lecturer's feedback - 7 min. watch.

https://www.sophia.org/tutorials/critical-friends-as-a-best-practices-in-peer-to-pe

METHODOLOGICAL INSTRUMENTS

A critical friend's role is to provide constructive feedback and "to stimulate and drive innovation, considering input from a fresh perspective", and not to actually design. Read the provided resources carefully to understand what the purpose of a critical friend is, what the critical friend should do and how you can organize the process.

Have all that in mind when working with a peer with whom you will establish the 'critical friendship'.

First part of the task is to meet your critical friend using the workshop tool on the Moodle [ADD LINK TO WORKSHOP TOOL ON THE MOODLE] and to present your programme to her/him. When you do, work with him to establish the process you will follow. The process can consist of the phases during which one side presents, after that other side offers a critique and suggestions and finally a presenter acknowledges them. The process continues with the sides changing.

When you will act as a critical friend remember that your role is to assist the reflective processes in a supportive and helpful way.

Below definitions of a critical friend might help you in working with your critical friend and being one:

"A trusted person who asks provocative questions, provides data to be examined through another lens, and offers a critique of a person's work as a friend. A critical friend takes the time to fully understand the context or the work presented and the outcomes that the person or group is working towards".

Costa and Kallick (1993, p. 50)

"Critical friends are facilitators of learning. They are able to listen, step back from the process, and assist through providing another perspective"

Kember et al., (1997).

FORUM

Use this forum for any kind of exchanges you feel relevant to the task 2: [ADD LINK]

You can use this forum to ask and provide help to others about any question about being a critical friend and the process itself. Share your ideas, good or bad experiences and discuss them with others.

TASK OUTCOME

By the end of task 2, you should have established a critical friendship with one of your colleagues. You should have discussed each other's activity design, goals and procedures.

There is no written work to be submitted as part of this task, but it is helpful to take notes during the process and to write down conclusions at the end. This might help you for the assessment and the capstone project.

[Implementation note]

Implement the workshop tool on the Moodle to pair learners randomly to act as critical friends to each other.

Task 3: Assess your activity

Workload: 4h

TASK PATH

1) Read the entire task > 2) read the description again > 3) review the resources taking notes > 4) use the methodological instruments (write down the answers to the questions, fill in the templates) > 5) participate in the forum

DESCRIPTION

Now that you have written and implemented your activity, you can focus on assessing it. There are plenty of possibilities to assess the learning of your students, but one of the most important things is to make sure that assessment is aligned with the learning outcomes and the tasks of the activity.

There are many different reasons for assessing learners and you should be aware of its purpose as you will probably need to use various instruments to help with an assessment. You should be aware of the formative assessments that help reassure your students if they were learning and alert you to provide feedback to correct any misconceptions. On the other hand, there are summative assessments that help to appreciate a student's knowledge and skills acquired.

There is a wide range of possible assessment methods with different characteristics and what method will you select to use in your activity depends on your idea how students need to demonstrate their knowledge and skills, but same importantly on the purpose of the assessment and the learning objectives that will be assessed.

Apart from the assessment itself, it is equally important to provide constructive feedback to your students.
The resources below will help you learn more about the above topics and will help you in solving this task.

RESOURCES

Resource 1: This chapter will provide an insight into the purpose and assessment methods.

Assessment of learning (Teaching in a digital age)

Author: A.W. (Tony) Bates

Tags: teaching, digital, online, blended, learning, assessment- 12 min. read.

https://opentextbc.ca/teachinginadigitalage/chapter/5-8-assessment-of-learning/

Resource 2: On this webpage you will find a variety of assessment examples that include ideas on collecting information, the strategic use of questioning, giving feedback, and introducing peer and self-assessment.

Assessment for learning activities

Author: British council

Tags: assessment, feedback - 15 min. read.

https://www.teachingenglish.org.uk/article/assessment-learning-activities-0

Resource 3: In this text you will learn what is a constructive alignment, how it was born and what are its basic principles.

Constructive alignment

Author: John Biggs

Tags: assessment alignment, assessing learning outcomes, constructive alignment, outcome-based education, Biggs - 3 min. read.

http://www.johnbiggs.com.au/academic/constructive-alignment/

Resource 4: In this video professor Chris Rust and professor David Boud discuss what are the good assessment practices and what is the role of alignment in assessment.What is the role of alignment in assessment?

Author: Karolinska Institute

Tags: assessment alignment, assessing learning outcomes, feedback - 3 min. watch.

https://youtu.be/LbtXxDkgsZ4

Resource 5: This paper gives you information on how you can write your rubric. You should just focus on the 2 sections: What is a Rubric? And How to Develop a Rubric.

Writing Effective Rubrics

Author: Timothy S. Brophy, University of Florida Office of the Provost

Tags: rubrics, assessment, feedback - 7 min. read.

http://web.cse.ohio-state.edu/~soundarajan.1/abet/writing_effective_rubrics_guide_v2.pdf

Additional resources - These are not mandatory and are not calculated as part of your study time, but they provide you with further information you might find useful to you to design your future courses or to further grasp a concept:

Resource 6: In this article you will learn what is an assessment, what is the purpose of assessment, what is the difference between formative and summative assessments and what is the difference between assessment, measurement and evaluation.

What is the purpose of assessment

Author: unknown

Tags: assessment, evaluation, measurement, formative and summative - 3 min. read.

https://nurusyahiraidris.wordpress.com/2018/03/24/psv704-assessment-evaluation-and-measurement-2/

Resource 7: This webpage includes detailed explanation about formative and summative assessments and the difference between the two. You will find the examples for both formative and summative assessments.

Formative vs. Summative Assessments: What's the Difference?

Author: Chris Zook

Tags: assessment, formative, summative, example - 15 min. read, 2 min. watch.

https://www.aeseducation.com/blog/formative-vs.-summative-assessments-what-do-they-mean

Resource 8: In this document you will find numerous examples of various scoring guides.

Rubric Examples

Author: Teaching & Learning Center Professional Development

Tags: rubrics, example, assessment.

http://www.napavalley.edu/academics/Instruction/tlc/Documents/Creating%20Grading%20Rubric%20Examples.pdf

Resource 9: This publication will help you develop assessment strategies to improve practice, contribute to the personalised learning agenda, where learners are empowered to take an active part in their own learning and to develop the confidence of learners to undertake peer and self-assessment.

Assessment for learning

Author: Dr. Cheryl A. Jones

Tags: assessment, feedback, Jones.
https://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf

Resource 10: This paper defines different types of assessments and explains their respective applications. It explores how instructors and organizations can use assessments to improve the learning process. It is designed to help readers distinguish among different types and styles of assessments and understand various assessment tools. The readers will also learn how to develop an effective assessment and analyse its results.

Assessments through the Learning Process

Authors: Eric Shepherd and Janet Godwin, Questionmark

Tags: assessment, formative, summative, results analysis, assessment tools.

https://trainingindustry.com/content/uploads/2018/06/Assessments-Through-the-Learning-Process-6.26.18.pdf

METHODOLOGICAL INSTRUMENTS

Below you will find some of the questions that will guide you through your reflection when tackling assessment issues:

- How can you assess if your students have achieved the learning outcome(s) your activity was designed to target?

- Are the learning outcomes and assessments aligned and coherent?

- Will your students need to recall information, demonstrate a skill, produce something for you to assess their level of mastery?

- Does your method of assessment match the different kinds of learning outcomes?

- How can you measure the extent to which they have achieved the learning outcomes?

- Which is the best way to provide feedback to your students?

- What is the aim of your assessment: feedback, diagnosis, motivation, guidance, learning support, grading, progression maintaining standards?

If your learning outcomes were clearly written your assessment(s) should be fairly easy to plan.

Remember that there is a dynamic which has to be respected, all 3 elements must align and interconnect:
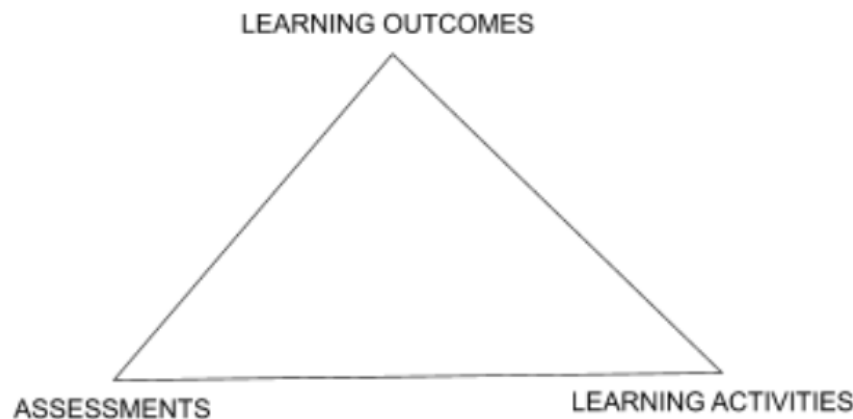
Below are some common assessment techniques which you might find useful in your context:

- Written: tests, examinations, assignments

- Practical: skills testing, lab/workshop practice

- Oral: interviews, various formats

- Aural: listening tests

- Project work: individual/group; research/design

- Field work: data collection and reporting

- Competence testing: threshold standards

- Portfolio: combination of techniques

Alignment Table: You can add or delete rows in function of your needs. Replace the instructions in grey by the information pertaining to your course. (You can download this template in the Task 3 download section). [ADD LINK]

	TASK	ASSESSMENT	TASK	ASSESSMENT
Learning outcome 1: write here a 1st learning outcome	write here the description of a 1st task corresponding to the 1st learning outcome	write here the description of a 1st assessment corresponding to the 1st learning outcome and the assessment rate in %	write here the description of a 2nd task corresponding to the 1st learning outcome	write here the description of a 2nd assessment corresponding to the 1st learning outcome and the assessment rate in %
Learning outcome 2: write here a 2nd learning outcome	write here the description of a 1st task corresponding to the 2nd learning outcome	write here the description of a 1st assessment corresponding to the 2nd learning outcome and the assessment rate in %	write here the description of a 2nd task corresponding to the 2nd learning outcome	write here the description of a 2nd assessment corresponding to the 2nd learning outcome and the assessment rate in %

FORUM

Use this forum for any kind of exchanges you feel relevant to the task 3: [ADD LINK]

You can use this forum to exchange ideas, share your thoughts and ask for suggestions about using collaboration tools for your activity. If you have questions about the content or the task itself, don't hesitate to ask. Don't be afraid to discuss any issue or idea you or any of your peers have.

TASK OUTCOME

By the end of task 3 you should have the filled-in a rubric you chose to use (holistic or analytic) and the alignment table provided to you in the "Methodological Instruments" section above.

Keep these artefacts as they will be useful for your second assessment below and for your capstone project.

Task 4: Facilitate your activity

Considering your designed blended learning activity, implement communication activity(ies); synchronous and/or asynchronous.

Workload: 4h

TASK PATH

1) Read the entire task > 2) read the description again > 3) review the resources taking notes > 4) use the methodological instruments (write down the answers to the questions, fill in the templates) > 5) participate in the forum

DESCRIPTION

A very important aspect of an online and consequently a blended learning is fostering collaboration of your students. You are aware of the techniques to conduct training and communicate in the classroom, but now you have to think about how another media changes your interaction with the students and how their mutual interactions change.

When you have a face-to-face session, you see your students, they see you and their peers. Their facial expression and body language can help you identify if a student was listening and if (s)he understood you. You can physically group them and encourage them to collaborate and work together while in an online environment it is hard if not impossible to even tell if a student was online or not.

On the other hand, an online environment allows all students and not only some of them to take part in a discussion while this is impossible in the classroom even if the group is not so large because of the time limit and other constraints. An online discussion is by default recorded and therefore can be read and used over and over again. If moderated and managed effectively, it can become a great resource for the current and future groups.

There are plenty of pitfalls on the way though, you should be aware of. Opening an empty discussion forum will not motivate most people to start sharing their thoughts, while users that has an answer to every single post might demotivate others.

Obviously, new strategies and methods should be found to effectively communicate online. As both face-to-face and online have advantages and disadvantages, you should carefully think about when and why to use each. The goal of this task is to create a communication plan including synchronous and asynchronous methods to help in achieving the learning outcomes of your blended learning activity.

The resources below will help you to learn about the benefits and the pitfalls of online communication and will provide advice to foster collaboration and group work. They will also provide tips on how you can use the online discussion forums. You can use them as a starting point before creating a communication plan.

RESOURCES

Resource 1: In this video you will learn how Internet technologies can improve the collaborative process within online teamwork and see some useful strategies for facilitation and assessment.

Online teamwork and collaboration

Author: The University of New South Wales, Sydney

Tags: collaboration, online teamwork, facilitation - 6 min. watch.

https://ltto.unsw.edu.au/online-teamwork-and-collaboration/

Resource 2: This chapter explains what is online collaborative learning (OCL) model, what are its core principles, advantages and disadvantages, what principles lay behind successful online discussion and describes other similar models.

Online collaborative learning

Author: A.W. (Tony) Bates (Teaching in a digital age)

Tags: online collaborative learning (OCL) model, collaboration, online discussion - 20 min. read.

https://opentextbc.ca/teachinginadigitalage/chapter/6-5-online-collaborative-learning/

Resource 3: In this video, you will examine the role of online discussions in the learning process and get some useful strategies for effective moderation to maximize the student participation and motivation.

Conducting effective online discussions

Author: The University of New South Wales, Sydney

Tags: online discussion, moderation, assessment - 7 min. watch.

https://ltto.unsw.edu.au/conducting-effective-online-discussions/

Resource 4: This guide will provide you with practical suggestions in using discussion boards.

Mastering Online Discussion Board Facilitation

Author: TeacherStream, LLC - Keywords:

Tags: online discussion, facilitation, assessment, student engagement - 30 min. read.

https://teaching.temple.edu/sites/tlc/files/resource/pdf/MasteringOnlineDiscussionBoardFacilitation.pdf

Additional resources. These are not mandatory and are not calculated as part of your study time, but they provide you with further information you might find useful to you to design your future courses or to further grasp a concept.

Resource 5: Online teamwork and collaboration

Author: The University of New South Wales, Sydney

Tags: collaboration, online teamwork, facilitation - 15 min. read.

In this paper, topics from the above video are further discussed in more details:

https://ltto.unsw.edu.au/wp-content/uploads/2018/03/Teamwork_LTTOn.pdf

Resource 6: Online teamwork and collaboration

Author: The University of New South Wales, Sydney

Tags: online discussion, moderation, assessment - 15 min. read.

In this paper, topics from the above video are further discussed in more details:

https://ltto.unsw.edu.au/wp-content/uploads/2018/03/Discussions_LTTOn.pdf

Resource 7: What are the affordances of information and communication technologies?

Authors: Grainne Conole & Martin Dyke, University of Southampton, UK.

Tags: ICT affordances, collaboration, online teamwork - 7 min. read.

The paper examines the notion that Information and Communication Technologies (ICT) have affordances that epitomize the features of our late modern age and explores whether these affordances can be used to facilitate particular approaches to educational practice.

https://journal.alt.ac.uk/index.php/rlt/article/view/1058/1308

Resource 8: How Does Blended Learning Foster Collaboration?

METHODOLOGICAL INSTRUMENTS

As part of this task, you should reflect on your current teaching styles, what do you do to facilitate communication and collaboration in the classroom and, then, to think about how this will change. Think about what you will still be doing in the classroom and what will you be doing online to get the most out of both environments.

You already designed your activity, but you can now think about what kind of communication will you have in the classroom and what kind online for some particular topic. When creating your strategy, ask yourself these questions:

- What is the main goal and the key messages I want my students to get? What skills, knowledge, perspectives, or sensibilities I want them to have after this activity?

- Is it important to see my students face-to-face to provide feedback or can that be done online?

- Can I encourage students to discuss questions they might have among themselves?

- Will my students be able to reach the right conclusions, or can discussion lead to misconceptions if left alone?

- What strategies should I use to stimulate critical thinking? What questions can I use for that purpose?

- What rules and guidelines should I pose?

- How many students do I have? What time can I dedicate to each?

- How can I encourage my students to participate? What kind of icebreakers can I use?

- How to deal with a non-participating student and how with a dominant student? How to prevent conflicts?

- What tools can I use?

- Do my students have experience in using the methods and tools I plan to implement? Should I provide comprehensive guidelines?

To help you create your plan you can use a table with a single record (row) for each communication activity you will have during your blended course and with the fields (columns) to describe them. Example of the columns might include:

- Task/topic - to identify where a communication item belongs.

- F2F or online, synchronous or asynchronous - online can be either synchronous (e.g. a chat, an online meeting) or asynchronous (e.g. a discussion forum).

- Type of communication and tools to be used - for example, an open discussion forum, or an online (or F2F) workshop, or a single-threaded discussion; using Moodle, a paper and a pencil, other online tools…

- Main goal/key messages - what is the purpose and what do you want to achieve.

- Description for students - to help them understand the purpose, how to use, what is expected, to encourage students, to provide rules and guidelines etc.

- Your role and actions - will you be actively involved during all the time, how will you moderate, how will you make sure your students meet the goals and objectives…?

TASK/TOPIC	F2F/ONLINE, SYNC/ASYNC	TYPE/TOOLS	MAIN GOAL / KEY MESSAGES	DESCRIPTION FOR STUDENTS	ROLE & ACTIONS

(You can download this table in the Task 4 download section). [ADD LINK]

Feel free to adapt this to your own needs. For example, you may consider making the first post and you can plan this in advance as well.

Apart from creating a list of communication activities, consider creating a general communication plan with a list of regular tasks you will do every day and week and with strategies to mitigate common issues that might arise.

FORUM

Use this forum for any kind of exchanges you feel relevant to the task 4: [ADD LINK]

You can use this forum to exchange ideas, share your thoughts and ask for a suggestion about using the collaboration tools for your activity. If you have a question about the content or the task itself, don't hesitate to ask. Don't be afraid to discuss any issue or an idea you or any of your peers have.

TASK OUTCOME

By the end of task 4, you should have created a plan for communication activities - a list with descriptions about their purposes, appropriate tools and types of communication that will be used, descriptions for students, description of the lecturer's role and a plan for moderation.

You can use the table provided in the Methodological instruments.

Keep these artefacts as they will be useful for your second assessment below and for your capstone project.

Task 5: Implement the activity on Moodle.

Workload: 8h

TASK PATH

1) Read the entire task > 2) read the description again > 3) review the resources taking notes > 4) use the methodological instruments (write down the answers to the questions, fill in the templates) > 5) use the Moodle and other tools to create trial versions of your activity > 6) participate in the forum

DESCRIPTION

In this task you have to create a trial version of your activity or some of its tasks with the Moodle and other tools.

After you have designed a draft activity of your blended course in the Module 3, reviewed it and created a plan for collaboration and assessments, you are ready to see how to put the technology into practice.

As part of this task you will be introduced to the possibilities of the Moodle Learning Management System and some of the other tools that will help you create an online part of your blended course. The goal is not to create the final content for your course as this is what you will do in the capstone project, but to see what possibilities and options you have and to familiarise with some of the tools available, and especially with the Moodle activities and resources.

The resources below were selected to introduce you to the Moodle tools, to help you select those that may be appropriate for your designed activity and to guide you through the process of creating and setting up Moodle activities and resources.

The methodological instruments may help you in organizing the process of learning and provide steps you can follow.

Although Moodle will be your primary technology for creating an online part of your course, you will find that sometimes additional tools might be needed. The resources below cannot cover everything you will ever need, but can be a starting point for your future research.

There is also a toolbox [ADD A LINK TO THE TOOLBOX - see implementation note below] with a list of tools and repositories you might find useful. This toolbox already contains some tools, but you are welcome to contribute, to recommend other tools, to write reviews and to add comments.

It is a good idea to have your personal repository of tools you will find useful, but also to share your experience and recommendations with others.

RESOURCES

Resource 1: On the below webpage you will find short and clear descriptions of all standard Moodle activities available for inclusion in your course. This can be you starting point in getting familiar with online possibilities you can use in Moodle to create your programme.

Activity Types in Moodle

Author: University of Massachusetts Amherst

Tags: Moodle activity, assignment, online collaboration, online communication, assessment, interactive content - 10 min. read.

https://docs.moodle.org/37/en/Activities

Resource 2: Once you get familiar with what Moodle activities you have at your disposal, this page will show you how to create, edit, delete and organise them within your course in Moodle.

Create and Manage Activities in Moodle

Author: The University of New South Wales, Sydney

Tags: Moodle activity, assignment, interactive content - 8 min. read.

https://teaching.unsw.edu.au/moodle-create-manage-activities

Resource 3: On the below webpage you will find short and clear descriptions of all standard Moodle resources available for inclusion in your course.

Adding a Resource to Moodle (Files, URLs, Folders)

Author: University of Lethbridge

Tags: Moodle activity, Moodle resource passive content - 5 min. read.

https://moodleanswers.com/index.php/understanding-different-resource-types

Resource 4: Once you get familiar with what Moodle resources you have at your disposal, this page will show you how to create, edit, delete and organise them within your course in Moodle.

Create and Manage Resources in Moodle

Author: The University of New South Wales, Sydney -

Tags: Moodle activity, Moodle resource, passive content - 10 min. read.

https://teaching.unsw.edu.au/moodle-create-manage-resources

Resource 5: This page explains the five standard discussions forum types in Moodle - what are the features of each kind, which of them do you need and when. You can also learn how to set up a forum, how to participate, moderate and monitor students' participation.

Note: you can ignore the Moodlerooms forums as they are not standard Moodle features and you might not have them available.

Set up a Forum in Moodle
Author: The University of New South Wales, Sydney
Tags: Moodle forum, Moodle activity, online discussion - 15 min. read.
https://teaching.unsw.edu.au/moodle-forum

Resource 6: Below resources contain some online tools you may find useful for implementing your activity. These tools with others are also available on the toolbox [ADD A LINK TO THE TOOLBOX - see implementation note below].

Other useful tools

https://h5p.org/content-types-and-applications

https://pixabay.com/

www.powtoon.com

https://www.educatorstechnology.com/2014/01/40-resources-for-teaching-using.html

http://exelearning.net/en/

https://www.audacityteam.org/

https://degooglisons-internet.org/en/list/

https://kontestapp.com/

https://prezi.com/

https://quizizz.com/

https://www.pearltrees.com/

https://worditout.com/word-cloud/create

https://www.peerstudio.org

Additional resources. These are not mandatory and are not calculated as part of your study time, but they provide you with further information you might find useful to you to design your future courses or to further grasp a concept.

Resource 7: What Can You Do with Moodle? - Author: The University of New South Wales, Sydney - Tags: Moodle activity, Moodle resource, active learning.

The web page below systematically presents the functionalities and purposes of Moodle activities and resources to help you decide which of them to use and in what situation. It also suggests what Moodle tools to use to support an active learning.

https://teaching.unsw.edu.au/moodle-what-you-can-do

Resource 8: Activities in Moodle:

https://www.umass.edu/it/support/moodle/activity-types-moodle

https://guides.mtholyoke.edu/moodle/types-activities

Tags: Moodle activity, Moodle resource, assignment, interactive content.

Resource 9: Resources in Moodle:

https://docs.moodle.org/37/en/Resources

https://guides.mtholyoke.edu/moodle/types-resources

Tags: Moodle resource, Moodle activity, passive content.

Resource 10: Discussion forums in Moodle

https://docs.moodle.org/37/en/Forum_activity

https://guides.mtholyoke.edu/moodle/forum-types

https://www.kenyon.edu/directories/offices-services/the-center-for-innovative-pedagogy/instructional-technology/moodle/guide-to-different-types-of-moodle-forums/

Tags: Moodle forum, Moodle activity, online discussion.

Resource 11: Assessments in Moodle:

https://teaching.unsw.edu.au/moodle-assessment-tools

METHODOLOGICAL INSTRUMENTS

There too main item types you can add to your course in Moodle:

- Moodle activity is an item of interactive content you can add to a chapter inside a Moodle course. Moodle activity requires some kind of student input to develop independent and active student learning. For example, all forms of assessment within Moodle are activities.

- Moodle resource is any type of static information that you add to your Moodle course - for example an article, a web page, a link, a document or other file for download. Unlike Moodle activities, resources do not require student input, but are passive.

The resources you will find within this task will help you learn more about them.

To help you with this task, we recommend that you follow this procedure:

- Read about all the various possibilities you have within Moodle. Learn about the kinds of Moodle activities and resources you can add to your Moodle course. Take notes so you can reference them later to help you identify what Moodle item is suitable for your needs.

- Create each one activity and a resource you have available in the Moodle. Fill-in the mandatory fields, but play with other optional fields as well. Save and display once created activity or resource.

- Look how each activity and resource functions and looks like, but every time change your role to student to see how your students will see it. Notice if there was a difference of that activity (or resource) when your role is a lecturer compared when your role is a student.

- Play with every activity and resource until you understand how to set it up to get the desired look and functionality. You can add multiple items of the same kind to compare different options.

- Take notes about important options for the activities and resources you find useful to reference them later.

- When you get familiar with the possibilities, you can delete them if you won't need them in your course.

- Think about what Moodle activities and resources are appropriate for your blended course. Each of the tasks you designed for your activity will probably be consisted of several Moodle items. Think how you would set their options. We suggest you sketch the 'structure' of the Moodle items on the paper first.

- Add and set-up Moodle activities and resources in your Moodle course according to the plan you designed in the previous step.

- You don't have to add all the items that will go into your final design, as this is not the final version of your course. You will create all tasks as part of the capstone project, so you can treat this as a 'trial version' of your activity.

You will find out that the Moodle offers a range of tools you can use to achieve your teaching strategies. Some of them are straightforward to use, but some of them will require research and trying them out before you learn how to use them. There is no right or wrong way to use Moodle as long as you are able to achieve the goals you set.

Although much can be done with the Moodle, you will also find out it has limits and you will probably want to use additional tools to create more advanced content or some of the content in some other way. There are a vast number of various tools - free and commercial - for so many different tasks. You can find easy-to-use and free software for creating and editing images, for creating all sorts of animations, audio and video processing, creating presentations, creating interactions, learning games and so on and so forth.

Don't restrict yourself to the tools as there are many free ready-to-use resources online. Search for the online stocks containing photos, images, animations, videos, audio files, but also for the repositories with educational content, interactions and any other resources that might work for you. Before selecting them to use in your own content, check the usage rights and contact the author if necessary.

It is not possible to list all of the possible tools that can be useful, so you can use the toolbox provided in this task [ADD A LINK TO THE TOOLBOX - see implementation note below] as the starting point for your own research. We encourage you to share your findings, so others can benefit from them as well.

This toolbox is meant as a place where you can share links to the tools you find useful with others. If you find an easy to use image creation or editing tool, audio or video processing software, tools for creating animations, interactivities, online presentations, or if you find free and useful stocks with photos, images, animations, sounds, videos or other resources, you can share them here. Comment on the tools you have tried and used, recommend those you find useful and warn if there are obstacles you find with using other tools.

FORUM

Use this forum for any kind of exchanges you feel relevant to the task 5: [ADD LINK]

You can use this forum to ask your peers for help in using Moodle tools, adding Moodle activities and resources and setting them up. Offer your help to others that have questions.

You can use this forum to exchange ideas, share your thoughts and ask for a suggestion about Moodle activities and resources that would be suitable for tasks you designed.

You can also invite your peers to check the trial version of your course in Moodle, test it and offer suggestions. Be cooperative and offer your help to others that ask the same.

TASK OUTCOME

By the end of task 5, you should have created a trial version of your activity or some of its tasks with Moodle and other tools.

The Moodle activities and resources you will create as a part of this task does not have to be submitted, but you can use them as drafts for the final activity you will create during the capstone project.

[Implementation note]

Implement the tool box on the same platform used for the handbooks of resources. Initial list of tools:

- https://h5p.org/content-types-and-applications
- https://pixabay.com/
- www.powtoon.com
- https://www.educatorstechnology.com/2014/01/40-resources-for-teaching-using.html
- http://exelearning.net/en/
- https://www.audacityteam.org/
- https://degooglisons-internet.org/en/list/
- https://kontestapp.com/
- https://prezi.com/
- https://quizizz.com/
- https://www.pearltrees.com/
- https://worditout.com/word-cloud/create
- https://www.peerstudio.org

The lecturer should be able to contribute, to add new tools, to review and comment.

ASSESSMENT

This Module 4 is assessed by the facilitator based on 1 deliverable consisting of three parts as follows:

Part 1: Reflect on your current roles as a lecturer and consider how your responsibilities and tasks will change in an online environment. Determine your role, tasks and responsibilities as a lecturer in your blended learning activity.

Work with your critical friend and reflect on each other's activity design. Your critical friend should provide feedback on your work, and you on her/his.

Part 2: Assess your activity. You will design an assessment for your blended program. Review various assessment methods and the reasons for providing constructive feedback. Facilitate your activity. You will create a plan for your blended program communication activities - both synchronous and asynchronous.

Part 3: Implement the activity on Moodle. You will create a trial version of your activity or some of its tasks on Moodle and with other tools.

The achievement, thus completion, of this module is based on a score of at least 50 points.

There are five mains criteria for assessment, as follows:

Identify own role in the blended learning course - 20 points

- *Identification and clear understanding of the roles, tasks and responsibilities for each of the blended learning tasks specified in Module 3 (10p)*
- *Accurate description of task's communication strategy. (5p)*
- *Forum activities for exchanging ideas, sharing thoughts and asking for a suggestion (5p)*

Define a critical friendship with another lecturer(s) - 15 points

- *A critical friendship established with one of the peers (5p)*
- *A review of the main conclusions regarding collaboration with a critical friend posted on Forum (10p)*

Design a synchronous and asynchronous communication strategy for a blended learning activity - 25 points

- *Existing communication strategy (10p)*
- *Communication strategy shows a meaningful design taking advantages and disadvantages of media into account and coherent usage of F2F and online communication activities (10p)*

- *Forum activities for exchanging ideas, sharing thoughts and asking for a suggestion. (5p)*

Maximise digital tools affordance in a blended learning context - 15 points

- *Communication and assessment strategies take advantage of the media to enhance the learning (5p)*
- *Meaningful usage of the technology and the tools (10p)*

Design formative and summative assessment for a blended learning activity - 25 points

- *Assessment plan contains both formative and summative assessments (5p)*
- *Learning outcomes, assessments and learning activities are aligned and interconnected (10p)*
- *At least one assessment item implemented in the Moodle (10p)*

Upon completion of this module you will be awarded with a badge based on a general score of 50% or more.

Capstone Project 1

Leader: MNU

Upon completion of the capstone project you will be awarded with a badge based on a general score of 50% or more.

Milestone 1: Formulate e-learning vision

Workload: 10h

A change effort or initiative must start with a vision. Whether change is prompted by external (political, economic, social or technological) or internal factors (policy, systems or structure),

creating a vision will clarify the direction for the change. In addition, the vision will assist in motivating those that are impacted to take action in the right direction.

There needs to be a cohesion across all elements of e-learning planning to ensure that infrastructure and resources are used to conceptualize teaching and learning, in order to maximise the benefits of the digital age.

Successful e-learning implementation occurs only when e-learning is an integral part of an institution's vision for learning.

An e-learning vision will provide an e-learning direction for your institution. The vision should describe a desired outcome that inspires and energises you, and helps create a compelling picture of your institution and community in the future, how it looks and how ICT enables improvement.

An e-learning vision needs to emerge from your Institution Strategic Plan, in particular from the institution profile (purpose, values and context) and strategic intent.

So before planning for the implementation of e-learning, rethink an e-learning vision statement for your institution. Below find examples of vision statements:

'To inspire and empower our school's learning community to envision and implement innovative e-learning strategies and technologies to improve student engagement, experience and achievement.'

(Victorian Secondary School)

'ICT will be a fundamental component of teaching and learning, where state of the art technology and professional learning will equip teachers with transformative skills and develop students that are innovative and confident users of ICT in an ever changing digital world.' (Victorian Primary school)

Consider the following to help you create and modify your vision statement.

How will learning and teaching change, and how will ICT support this change?

What type of learning environments will you see?

How will learning take place?

What will your students' expectations of learning be?

What will your students know, value, and be able to do when they leave your school?

Does your e-learning vision stem from the School Strategic Plan, and does it create a picture of what ICT can enable in your school?

Is the e-learning vision a strong and succinct statement that is easily understood by all members of the school community?

Forum Milestone 1

Use this space to clarify your doubts on the tasks in milestone 1. Share your experiences with peers, consult with them and the facilitator and highlight about other resources you found useful for the completion of the tasks.

Milestone 2: Apply e-learning planning matrix to determine your current stand in relation to elements of e-learning practice

Workload: 10h

Now that you have a clear e-learning vision, you need to identify the requirement for e-learning plan and think strategically about aspects to be considered while planning. The e-learning planning matrix (ADD LINK) is used to determine the phase you are currently in (as a faculty/institution) with respect to e-learning development. The e-learning Planning Matrix is a detailed framework that enables you to identify where you are in relation to the elements of e-learning practice. The e-learning Planning Matrix can assist institutions to:

- identify their current strengths
- set priorities for improvement
- plan development strategies.

The e-learning Planning Template is used in conjunction with the e-learning Planning Matrix to outline existing and target practice, what you need to do, how you will do it, who will be responsible and when it will be done.

Every phase of each sub-element has indicators. For every sub-element, highlight the indicators that best describe your current practice. This will assist you to get a clear picture of where your school is currently, and it will also help you choose new targets for improvement. Your faculty/institution may need to highlight a range of indicators across two or three phases to adequately describe your current practice.

Current Practice

Review the e-learning Planning Matrix. Use the indicators to identify the faculty/institution's current practice for each of the sub-elements highlighted.

Target Practice

Review the e-learning Planning Matrix. Use the indicators to identify the school's target practice (desired outcomes) for each of the sub- elements highlighted.

You need to provide clear justification for your reason for the indicated current practice and target practice.

[link to download template]

ELEMENT	SUB-ELEMENT	CURRENT PRACTICE	TARGET PRACTICE	JUSTIFICATION/REASON
e-learning Leadership	e-learning leadership			
Learning, Teaching, Assessment and Reporting	Curriculum Planning			
	Curriculum Delivery			
	Student ICT Capabilities			
	ICT Safe and Ethical Behaviours			
	Assessment and Reporting			
	Reporting to Parents			
ICT Professional Learning	Teacher ICT Capabilities			
	Learning and Teaching			
	Support and Cultural Change			
Learning Places and Spaces	Access			
	Physical Layout			
Learning Communities	ICT-Enabled Learning Communities			

Forum Milestone 2

Use this space to clarify your doubts on the tasks in milestone 2. Share your experiences with peers, consult with them and the facilitator and highlight about other resources you found useful for the completion of the tasks.

Milestone 3: Plan your actions to improve e-learning implementation at your faculty/institution

Workload: 20h

Once you have identified your target practice, you are required to determine your actions and considerations in order to reach your target practice identified. In this stage, you are required to answer the following questions:

- **Actions – What?**: What specific actions/activities will you undertake?

- **Resources and budget – How?**: What resources and budget will be required?

- **Responsibilities – Who?**: Who will be responsible for implementing, facilitating and/or monitoring each of the actions identified?

- **Timeline – When?**: What are the estimated timelines for achieving your actions? These timelines need to be achievable, but also monitored and modified during implementation, if necessary.

- **Success measure**: How will you know you have been successful? What will be indicators of success?

[link to download template]

E-LEARNING VISION								
Element	Sub-element	Current Practice	Target Practice	Actions What?	Resources and budget How?	Responsibilities Who?	Timeline When?	Success measure

e-learning Leadership	e-learning leadership						
Learning, Teaching, Assessment and Reporting	Curriculum Planning						
	Curriculum Delivery						
	Student ICT Capabilities						
	ICT Safe and Ethical Behaviours						
	Assessment and Reporting						
	Reporting to Parents						
ICT Professional Learning	Teacher ICT Capabilities						
	Learning and Teaching						
	Support and Cultural Change						
Learning Places and Spaces	Access						
	Physical Layout						

Learning Commun ities	ICT-Enabled Learnin g Commu nities							

Forum Milestone 3

Use this space to clarify your doubts on the tasks in milestone 3. Share your experiences with peers, consult with them and the facilitator and highlight about other resources you found useful for the completion of the tasks.

Milestone 4: Identify required policies and/or amendments required to current policies to implement your action plan

Workload: 10h

Once you are clear with the actions to be undertaken for successful implementation of e-learning at your faculty/institution, rethink about the policies and/or procedures that are required to be put in place at a faculty level or institutional level in order to implement the actions identified. Consider whether such procedures/policies currently exist and if there is any requirement for changes in such procedures/policies. Also if no such policies exist, then it needs to be formulated within the faculty/institution.

[link to download template]

POLICY	EXISTING/AMEND MENTS REQUIRED/NEW	REASON

Forum Milestone 4

Use this space to clarify your doubts on the tasks in milestone 4. Share your experiences with peers, consult with them and the facilitator and highlight about other resources you found useful for the completion of the tasks.

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RESOURCES

Resource 1: This is a paper from Federation University Australia compiled with a set of principles and priorities that together comprise the University's vision for e-learning.

Author: Federation University Australia

Tags: e-learning, vision, higher education

Link: https://federation.edu.au/__data/assets/pdf_file/0020/159122/FedUni_eVision2014.pdf

Resource 2: This is a study presenting a vision of e-Learning for higher education institutions in Jordan, in general and for the University of Jordan, in particular.

Author: Muhannad Al-Shboul, Osama Rababah, Munim Al-Saideh, Iman Betawi, Sinaria Jabbar; World Applied Sciences Journal

Tags: E-Learning Vision, e-Learning management, higher education

Link:https://www.researchgate.net/profile/Monim_Alsaaideh/publication/270571278_A_Vision_to_Improve_E-Learning_at_The_University_of_Jordan/links/54d357500cf250179181fbe3/A-Vision-to-Improve-E-Learning-at-The-University-of-Jordan.pdf

Resource 3: This resource explains why plan for e-learning and presents case studies of several initiatives of planning and implementing e-learning.

e-learning Planning Guide (2009), Pages 4-8 by Department of Education and Early Childhood Development, State of Victoria

Author: Department of Education and Early Childhood Development, State of Victoria

Tags: e-learning planning, action plan, elements of e-learning

Link: https://www.education.vic.gov.au/Documents/school/principals/curriculum/elp09.pdf

Resource 4: This webpage explains why you need an e-learning plan.

Author: Tony Bates, Online LEarning and Distance Education Resources

Tags: e-learning plan, e-learning implementation, e-learning plan rationale

Link: https://tonybates.wpengine.com/2011/10/30/why-you-need-an-e-learning-plan/

Resource 5: This webpage provides a guide designed to help your leadership team implement a strategic direction that ensures technologies are integrated for effective teaching and learning.

Author: Ministry of Education, New Zealand Government

Tags: e-learning planning framework, supporting e-learning, digital technology

Link:http://e-learning.tki.org.nz/Technologies/Technical-support-and-procurement/CLA-resources/Strategic-thinking-roadmap#js-tabcontainer-1-tab-2

Resource 6: This resource details the e-learning Planning Matrix

e-learning Planning Guide (2009), Pages 11-12 by Department of Education and Early Childhood Development, State of Victoria

Author: Department of Education and Early Childhood Development, State of Victoria

Tags: e-learning planning, e-learning panning matrix, elements of e-learning

Link: https://www.education.vic.gov.au/Documents/school/principals/curriculum/elp09.pdf

Resource 7: This paper intends to enlighten how to build an e-learning

strategy in higher education with some strategies that must be considered and describes some steps for developing an e-learning action plan in higher education.

Author: Gerardus Polla

Tags: Building E-learning strategy, e-learning action plan, higher education

Gerardus Polla. (2011). BUILDING E-LEARNING STRATEGY AND DEVELOPING E-LEARNING ACTION PLAN IN HIGHER EDUCATION

Link:
https://pdfs.semanticscholar.org/9656/f2e3a487a24c82d3f5b7636acd5eb127aba7.pdf?_ga=2.82648342.1692565275.1579770588-1660667576.1564376475

Resource 8: MNU E-LEARNING ROADMAP (add link when finalized)

 A strategic document following the MNU Strategic plan 2018-22, developed in collaboration with partners in AMED project (ADVANCING HIGHER EDUCATION IN MALDIVES THROUGH E-LEARNING DEVELOPMENT). The e-Learning Roadmap contains guidelines and recommendations for creation of conditions for the full and quality implementation of e-learning in the higher education system of the Maldives.

Capstone Project 1 Peer Review

The Capstone project implements a peer review approach for formative feedback.

You are required to provide substantive qualitative feedback to one of your peer's capstone project which has been assigned to you randomly. For better support of your task you are provided with grading criteria based on 4 major areas representing the milestones of the project. This method of structured peer feedback is based on best practices in professional development, where expert and knowledgeable peers contribute with their expertise to the improvement of the work. The grading and comments are indicative and orientative. The main intention of this task is to prompt a productive dialogue between peers.

These criteria for peer assessment is as follows:

M1: Formulate e-learning vision (15 points):
- Address on how e-learning vision will support a whole institutional approach to the use of ICT (5p)
- Indicates the type of learning environments and how learning will take place (5p)
- e-learning vision is a strong and succinct statement that is easily understood (5p)

M2: Determine faculty/institutional current stand in relation to elements of e-learning practice (20 points)
- Indication of current practice for all the e-learning elements and sub-elements (5p)
- Indication of target practice for all the e-learning elements and sub-elements (5p)
- Justification related and relevant to the indications for both current and target practice (10p)

M3: Actions to improve e-learning implementation at faculty/institution (50 points):
- Identification of specific actions for the elements (10p)
- Determination of estimated resources and budget required (10p)
- Clearly identifies the responsible person for each action (10p)
- Achievable estimation of timeline to put in the actions identified (10p)
- Success measures identified clearly measures the successful implementation of actions (10p)

M4: Identification of required policies and/or amendments required to current policies (15 points):
- Relevant policies identified and addressed (5p)
- Sufficient explanation to justify the reason for selected policy (10p)

ASSESSMENT - Facilitator Assessment

The Capstone project is assessed by your facilitator following the same criteria used in the peer assessment step. While peer review was introduced with the aim of improving your capstone project, this formal assessment requires for approval a score of 50 points or more.

Upon completion of the capstone project you will be awarded with a badge based on a general score of 50% or more.

These criteria for peer assessment is as follows:

M1: Formulate e-learning vision (15 points):
- Address on how e-learning vision will support a whole institutional approach to the use of ICT (5p)
- Indicates the type of learning environments and how learning will take place (5p)
- e-learning vision is a strong and succinct statement that is easily understood (5p)

M2: Determine faculty/institutional current stand in relation to elements of e-learning practice (20 points)
- Indication of current practice for all the e-learning elements and sub-elements (5p)
- Indication of target practice for all the e-learning elements and sub-elements (5p)
- Justification related and relevant to the indications for both current and target practice (10p)

M3: Actions to improve e-learning implementation at faculty/institution (50 points):
- Identification of specific actions for the elements (10p)
- Determination of estimated resources and budget required (10p)
- Clearly identifies the responsible person for each action (10p)
- Achievable estimation of timeline to put in the actions identified (10p)
- Success measures identified clearly measures the successful implementation of actions (10p)

M4: Identification of required policies and/or amendments required to current policies (15 points):
- Relevant policies identified and addressed (5p)
- Sufficient explanation to justify the reason for selected policy (10p)

Capstone Project 2

Leader: UOC

Upon completion of the capstone project you will be awarded with a badge based on a general score of 50% or more.

Milestone 1: Activity Overview

Workload: 30h

The "Activity Overview Template" is to be filled in when you are designing an activity or a course. It enables you to have all the elements of your activity at a glance and make sure that they are all coherent and relevant. Designing is a back and forth process, as one decision can affect other elements of your design, there is often a need for adjustment and review.

After reviewing each of the elements of the activity you began designing in modules 3 and 4 you can fill in the template provided below, thus providing you the opportunity to insure they all align.

You will find below a step by step guide to help you fill in the Activity Overview Template.

Competences, learning outcomes and topics

The first task of your capstone project should consist in revisiting the competence(s) (knowledge, skills and/or attitude) and learning outcomes you outlined in module 3 for your activity.

Competences are developed in the context of an action. Van de Blij (VAN DER BLIJ, M. (2002). Van competenties naar proeven van bekwaamheid, een oriëntatie. [From competences to proving one's competence, an orientation]. Unpublished manuscript, University of Twente at Enschede (The Netherlands).) defines "action competence as '...the ability to act within a given context in a responsible and adequate way, while integrating complex knowledge, skills and attitudes".

You should first insure that the competences are defined in a manner that is adapted to its context (the competence(s) definition should take into account all the variables of the learning situation: pedagogical parameters: students needs, topics, blended learning model, teaching model, tools affordance, facilitation; technical parameters: equipments, tools, resources available, support; organisational parameters: online elements access, tasks, F2F/online, synchronous and asynchronous learning) and should be achievable through the activity you are designing.

Remember, the intended **learning outcomes** are what your students should be able to know value or do when finishing your activity. They are related to the competences and they are measurable through the assessment you will design.

Now that you have written the competences and the learning outcomes, you can list the **topic(s)** which your activity will cover. These are aligned with the course curriculum, the competences and the learning outcomes.

The following resources will help you deepen your understanding of these important steps in the design of your course / activity.

RESOURCES

Developing Key Competences in Higher Education

Author: Dietmar Chur, Heidelberg University

Tags: competences, types of Competences, defining key competences, transdisciplinary, generic

Link: https://www.uni-heidelberg.de/md/slk/mitarbeiter/3_chur-english_version__format__2__4_.pdf

Competencies and Learning Outcomes

Author: David Gosselin, University of Nebraska-Lincoln

Tags: competences, learning outcomes, Hartel and Foegeding

Link: https://serc.carleton.edu/integrate/programs/workforceprep/competencies_and_LO.html

Learning Outcomes and Competences

Authors: Declan Kennedy / Áine Hyland / Norma Ryan

Tags: competences, learning outcomes, definition

Link: https://donstu.ru/en/Tuning%20Center/Learning%20Outcomes%20and%20Competences.pdf

Strategic Planning for Curriculum Renewal / Curriculum Visioning

Authors: Centre for Teaching and Learning, Western University

Tags: curriculum, programme, learning outcomes

Link: https://teaching.uwo.ca/curriculum/innovation-review/planning.html#characteristics

Revised Bloom's Taxonomy (RBT)

Authors: Indian Institute of Technology Madras

Tags: learning outcomes, Bloom, taxonomy, cognitive

Link: https://tlc.iitm.ac.in/PDF/Blooms%20Tax.pdf

A Taxonomy for Learning, Teaching, and Assessing

ACTION

Once you have reviewed the resources provided above you can write the final draft of your competence(s), learning outcome(s) and topic(s) in the template provided: ACTIVITY OVERVIEW

Activity description, learning path and Blended learning model

It is important to communicate clearly to your students what the activity is and how it fits in their **learning path**.

The activity should be made of tasks which have been organised in a logical, progressive and gradual manner, taking into account your students competences to carry it out. Your students will follow step by step instructions to undertake it.

When students engage in an activity and follow tasks the process can be as meaningful as the result, so it is essential to include opportunities for reflection on their learning.

There are no set strategies to design an activity: "Greater initial variability of strategy use often predicts greater learning. This relation has been documented with numerous types of variability in numerous content areas." (SIEGLER R. (2007). « Cognitive variability ». Developmental Science, vol. 10, n° 1, p. 104-109.), but it must be designed in function of the competences, intended learning outcomes, topics and the students' needs.

The **description** should be concise and summarise the activity.

You decided on the blended **learning model** you will follow to design your activity. So now that you have the principal elements of the activity you can describe the model you will use and how it will be applied to your context in more detail. So now you can explain to your student how this new model will affect their learning experience.

RESOURCES

Learning by Doing

Authors: Sprouts

Tags: experience, experiential learning, learning by doing

Link: https://youtu.be/5d71xhEbjDg

3.6 Experiential learning: learning by doing

Author: Anthony William (Tony) Bates

Tags: experiential learning, learning by doing, John Dewey, David Kolb

Link: https://opentextbc.ca/teachinginadigitalage/chapter/4-4-models-for-teaching-by-doing/

Exploring Blended Learning Approaches for VET, Blend4VET Toolkit. Notes: Only section 3 Implementation page 15

Author: Blend4VET

Tags: blended learning models, flipped classroom, rotation model, enriched virtual model, a la carte model

Link:http://blend4vet.eu/toolkit/Blend4VET_Toolkit_English.pdf#page=20

Flipped classroom

Author: University of Texas Austin

Tags: blended learning models, flipped classroom, learning, teaching

Links: https://www.heacademy.ac.uk/knowledge-hub/flipped-learning-0

https://vimeo.com/70893101

ACTION

Once you have reviewed the resources provided above you can write the final draft of your activity description, learning path and chosen blended learning model in the template provided:

ACTIVITY OVERVIEW

Tasks

You drafted the tasks which make up your activity in module 3, now you can review and write them in detail as if it was ready to be presented to your students, taking great care in explaining each action they have to carry out and giving them all the necessary resources, methodological instruments and support they need.

Each task should be designed in relation with the competence(s), learning outcome(s) and topic(s) you previously defined and can align with one or more of these items.

As you are designing a blended learning activity, with tasks taking place both F2F and online, you need to explain in a chronological order, if necessary, what you expect your students to prepare, to research, to understand, to produce and/or to deliver, and when they should do each action (there might be an order or it might be free).

This is a very demanding stage where you need to put yourself in your student's place and grasps their learning context in order to provide them with all the detailed information and resources they need to be able to tackle the tasks.

If you drew a mind map in module 3 you can actualise now that you have a complete picture of your activity. If not, you can draw one now. "Learning design sequence maps help outline the complexities of the sequencing of your teaching and learning activities. In order to reduce information overload online, first organise your module's content into themes/concepts/units/activities as is appropriate to your subject." (O'Neill, Geraldine 2015 - Curriculum Design in Higher Education: Theory to Practice Chapter - 9: Blended Module Design). ⌊SEP⌋

⌊SEP⌋Activities are made of "Tasks connecting theory and practice, using learners experience and education or personal work events and situations" which help them "to break through theoretical boundaries, to more closely associate the practical value of learning theoretical concept, become capable and competent practitioners." (Marcelo Fabián Maina,Lourdes Guàrdia, and Sandrine Albert, Universitat Oberta de Catalunya (UOC), published as part of the E-SLP project: European Short Learning Programmes. (EADTU) 2018 - Design guidelines for flexible and scalable SLPs).

You can use all the artefacts you prepare in module 3 and 4 and which describe parts of your activity. As you know have a complete picture of your activity there might be some modification you wish to apply, once this is done you begin to redact the activity, task per task as you would present it to your students.

RESOURCES

Curriculum Design in Higher Education: Theory to Practice - Chapter 9: Blended Module Design, Page 83 to 99

Author: O'Neill, G. Dublin: UCD Teaching & Learning.

Tags: curriculum, design, blended learning, programme

Link: https://researchrepository.ucd.ie/handle/10197/7137

Design guidelines for flexible and scalable SLPs

Authors: Marcelo Fabián Maina,Lourdes Guàrdia, and Sandrine Albert, Universitat Oberta de Catalunya (UOC), published as part of the E-SLP project: European Short Learning Programmes. (EADTU) 2018

Tags: short learning programmes, design, curriculum

Link: https://e-slp.eadtu.eu/images/publications_and_outputs/Design_guidelines_for_flexible_and_scalable_SLPs_V2.pdf

New teaching approaches

Author: JISC

Tags: design, teaching, innovation

Link:http://jiscdesignstudio.pbworks.com/w/page/30858951/new%20teaching%20approaches

Blended learning activities

Author: Australian Catholic University 1998-2020

Tags: blended learning, activities, design

Link:https://staff.acu.edu.au/our_university/learning_and_teaching/technology_enhanced_learning/blended_learning/blended_learning_activities

Online Instructional Activities Index

Author: The Board of Trustees of the University of Illinois 2020

Tags: e-learning, activities, design

Link:https://www.uis.edu/ion/resources/instructional-activities-index/

The Theory Underlying Concept Maps and How to Construct and Use Them

Author: Joseph D. Novak & Alberto J. Cañas

Tags: conceptual map, design, organise, knowledge

Link:http://cmap.ihmc.us/docs/theory-of-concept-maps.php

Tools for Mind Maps

https://mashable.com/2013/09/25/mind-mapping-tools/?europe=true

ACTION

Once you have reviewed the resources provided above you can write the final draft of your activity's tasks in the template provided: ACTIVITY OVERVIEW

Activity resources

In module 3, you were introduced to OER and the adaptation or reuse of existing resources. You should already have a few resources which you can propose to your students, you can review them and see if they are the best fitted for your activity, your students' level, if they are complementary or if they duplicate information.

RESOURCES

Open Educational Resources (OER)

Author: Educause

Tags: OER, resources, repository

Link:https://library.educause.edu/topics/teaching-and-learning/open-educational-resources-oer

MIT open courseware

Author: MIT

Tags: OER, resources, repository

Link:https://ocw.mit.edu/courses/find-by-department/

Open Educational Resources: General OER Repositories

Author: IRSC, 2020

Tags: OER, resources, repository

Link:http://irsc.libguides.com/openeducationalresources/oerrepositories

EMPOWER: OERs & MOOCs, Creative use of Europeana

Author: EADTU

Tags: OER, creative use, Europeana

Link:https://youtu.be/BK-JD6PUHd4

Europeana Collections provides access to over 50 million digitised items – books, music, artworks and more. Our dedicated thematic collections on art, fashion, music, photography and World War I contain galleries, blogs and exhibitions to inform and inspire.

Author: Europeana

Tags: OER, resources, repository

Link:https://www.europeana.eu/portal/en

ACTION

Once you have reviewed the resources provided above you can write the final draft of your activity's resources in the template provided: ACTIVITY OVERVIEW

Formative and summative assessments

In module 4 you were introduced to the concepts of formative and summative assessments. Now that you have rewritten the competence(s), learning outcome(s), topic(s) and tasks of your activity you can rethink the assessment(s) you outlined.

ACTION

Once you have reviewed the resources provided above you can write the final draft of your activity's assessment in the template provided: ACTIVITY OVERVIEW

Guidance for facilitation

This is a list of actions required for the facilitation of your activity. It should explain the necessary steps you will have to take. Ex: Provide general feedback on each task or Take notes of recurrent questions and build a FAQ on Moodle.

ACTION

Once you have reviewed the resources provided above you can write the final draft of your activity's facilitation guidance in the template provided: ACTIVITY OVERVIEW

Implementation

In module 4 you began implementing your activity on Moodle, you can now review the types of tools you will use, and decide which are more suitable to your students, the tasks you designed and the technical possibilities you have.

RESOURCES

Exploring Blended Learning Approaches for VET, Blend4VET Toolkit - Notes: Only Section 4 Digital Tools to Support Blended Learning page 21

Author: Blend4VET

Tags: tools, blended learning, technology

Link:http://blend4vet.eu/toolkit/Blend4VET_Toolkit_English.pdf#page=26

Moodle Features

Author: Moodle

Tags: LMS, activities, e-learning, implementation

Link:https://docs.moodle.org/37/en/Features

Moodle docs 3.7

Author: Moodle

Tags: LMS, activities, e-learning, implementation

Link:https://docs.moodle.org/37/en/Managing_a_Moodle_course

Staff Educational Technology Guidance - Moodle

Author: City University London

Tags: LMS, activities, e-learning, implementation

Link:https://sleguidance.atlassian.net/wiki/spaces/Moodle/overview

ACTION

Once you have reviewed the resources provided above you can write the list of your activity's implementation tools in the template provided: ACTIVITY OVERVIEW

ACTIVITY OVERVIEW *Briefly describe each element* *[link to download template]*	
Description Learning path: Activity description:	
Topics (themes) • T1 *(to be match with competence# and Lo#)* • T2 *(match with competence# and Lo#)*	
Competences • C1: *(to be match with topic#)* • C2: *(to be match with topic#)* ⸢SEP⸣	**Learning outcomes** • LO1 *(to be match with topic# and competence#)* • LO2 *(to be match with topic# and competence#)* ⸢SEP⸣
Blended learning model *(give information on the type, id teacher's role, key objectives, main benefits, highlight challenges and solutions, added pedagogical values)*	
Tasks *(List the tasks titles in order + note if online or F2F and match with topic#, competence#, Lo# and assessment#)*	**Ressources** *(List the resources and note if existing, to adapt, to develop)*

Assessment	Implementation
(List the types of assessments and their title and match with topic#, competence# and Lo#)	*(List the tools used on Moodle + external tools)*

Guidance for facilitation

(explain the necessary steps you will have to take for the facilitation of your activity. Ex: Provide general feedback on each task or Take notes of recurrent questions and build a FAQ on Moodle)

Before the activity starts:

At the beginning of the activity:

During the activity:

At the end of the activity:

Forum Milestone 1

Use this space to share doubts on the tasks in milestone 1, help your peers, consult the facilitator and suggest other sources you might have found useful.

Milestone 2: Micro design

Workload 25h

In "Milestone 1 - Activity overview" you have reviewed and refined all the main elements of your activity. Now you need to redact in the template provided below as you would present them to your students. Think of how you should best address your student and explain the activity to them. The Micro Design template gathers all the information you will need to implement the activity on the Moodle LMS.

Filing in the template

Title

The title should be concise, appealing and relevant to the content.

Description

Describe the context, aims and content of your activity.

Plan Workload

Describe the tasks, explain if the tasks have a chronological order or if they can be done in any order, tell your students how long they should spend on the activity.

General Instructions

Describe how the activity will be organised, taking care in specifying particular technological particularity or unusual tasks. You might want to explain how the assessment will be done, point out a work methodology, give tips or make your students aware of a specific difficulty.

Task

Title

The task title should be self explanatory and straightforward.

Workload

Hours required to do the task.

Path

How the task relates to the others.

F2F or online

Will it be done online or F2F.

Instructions

How should your students proceed to perform the task.

Resources

List the resources your students will need to look at to carry the task out.

Methodological instruments

Provide your students with necessary templates, questions, check lists, etc. to achieve the task.

Forum

Will you provide a forum for your students to communicate between them or with you? If so, how will you introduce it? What questions or debate starter will you write to stimulate participation?

Formative assessment

For the purpose of this programme you are required to plan at least one formative assessment as part of your task. Write the details in this section, for example if there is a quiz, write the questions and the answers, highthing the correct one.

Facilitation notes

Write any information on the steps you will need to take to facilitate the task.

MICRO DESIGN *Describe each element in detail as you would to your students* *Add as many tasks as needed for your activity - IMPORTANT: You might need to adapt some of the template's fields for F2F tasks.* [link to download template]		
TITLE		
DESCRIPTION		
INTRODUCTION		
PLAN **WORKLOAD: # H.**		
GENERAL INSTRUCTIONS		
TASK 1	Title	
	Workload	
	Path	
	F2F or online	
	Instructions	
	Resources	

	Methodological instruments	
	Forum	
	Formative assessment	
	Facilitation notes	
TASK #	Title	
	Workload	
	Path	
	F2F or online	
	Instructions	
	Resources	
	Methodological instruments	
	Forum	
	Formative assessment	
	Facilitation notes	
TASK #		
SUMMATIVE ASSESSMENT(S)		

Forum Milestone 2

Use this space to share doubts on the tasks in milestone 2, help your peers, consult the facilitator and suggest other sources you might have found useful.

Milestone 3: Implementation

Workload 10h

In module 4 for you were introduced to the possibilities of the Learning Management System, Moodle, and some other tools you could combine with it or use in F2F sessions. You could create a trial version of your activity or some of its tasks. You can now implement your activity in its totality using the Micro Design template you just filled in.

You can copy and paste the text you wrote and review it, insert the images or videos, templates and resources you selected and create the online assessments you designed.

You can also prepare the materials you will need for the F2F part of your activity and redact the plan you will implement in your F2F class.

Forum Milestone 3

Use this space to share doubts on the tasks in milestone 3, help your peers, consult the facilitator and suggest other sources you might have found useful.

Instructions

You are required to assess one of your peers activity design. This assessment constitutes a new learning opportunity for you, as you will be able to review someone else's design and have to reflect on how this design meets the brief requirements. The assessment process will also enable you to reflect on the design process and how to achieve intended learning outcomes. It also places you in the role of one of your students having to do a peer assessment which provides you the opportunity to detect specific issues your students might find and gives you the chance to reflect on how to help them further.

We advise you to do a first reading to get a general understanding of the activity your peer designed and then to carry out a second reading assessing each intended learning outcome with the assessment tool provided.

This shouldn't take you more than 1 hour.

You can see in the "SUM" column the maximum mark your peer can get for each criteria.

Enter the mark in the "learner" column, please make sure it is not more than the maximum allowed for each criteria.

The feedback you provide is important, please provide a justification and explanation for each criteria in the feedback column. Feedback should always be objective, kind, constructive. Do not hesitate to give examples or to share external references you found useful.

You will be assessing the following 4 intended learning outcomes and evaluate at which level they were reached:

- Develop an outline of a blended syllabus highlighting the balance between synchronous and asynchronous learning.
- Align learning outcomes, learning methodologies, and assessment in a blended learning activity.
- Design a blended activity based on a meaningful use of Moodle and/or other ICT tools
- Design formative and summative assessment for blended learning activity.

Go to link to download the form you need to assess your peer:
https://docs.google.com/spreadsheets/d/1z8UYKGjrydTej1KLom-cPYJtYLBD3fCoa6VvBnnrO_4/edit?usp=sharing

(ADD TIME LIMIT TO BEGIN AND TO FINISH THE PEER ASSESSMENT)

Capstone Project 2 Peer Assessment

The Capstone project implements a peer review approach for formative feedback.

You are required to provide substantive qualitative feedback to one of your peer's capstone project which has been assigned to you randomly. For better support of your task you are provided with grading criteria based on 4 major areas representing the milestones of the project. This method of structured peer feedback is based on best practices in professional development, where expert and knowledgeable peers contribute with their expertise to the improvement of the work. The grading and comments are indicative and orientative. The main intention of this task is to prompt a productive dialogue between peers.

Develop an outline of a blended syllabus highlighting the balance between synchronous and asynchronous learning (25 points):
- Existence of F2F and online tasks (5p)
- Coherence of F2f and online tasks (10p)
- Sufficient explanation of the expected actions to be undertaken by the students (10p)

Align learning outcomes, learning methodologies, and assessment in a blended learning activity (25 points)
- Alignment of the activity with the learning outcomes (10p)
- Coherence of the learning resources and the methodological instruments with the learners characteristics and with context of use (10p)
- Alignment of the activity with the summative assessment (5p)

Design a blended activity based on a meaningful use of Moodle and/or other ICT tools (25 points):
- Coherent organization of F2F and online tasks (5p)
- Sufficient explanation of the expected actions to be undertaken by the students (5p)
- Tasks take into account the affordances of tools (5p)
- The technology used enhances the learning experience (5p)
- Links to external resources are valid and are not infringing copyright. (5p)

Design formative and summative assessment for blended learning activity (25 points):
- Coherence of the formative assessment with the task (5p)
- Coherence of the formative assessment with the learning outcomes (5p)
- The summative assessment is related to all the learning outcomes (5p)
- Achievable summative assessment (5p)
- Sufficient explanation of the expected actions to be undertaken by the students (5p)

Forum peer assessment

Use this space to share doubts on the peer assessment, help your peers, consult the facilitator and suggest other sources you might have found useful.

ASSESSMENT - Facilitator Assessment

The Capstone project is assessed by your facilitator following the same criteria used in the peer assessment step. While peer review was introduced with the aim of improving your capstone project, this formal assessment requires for approval a score of 50 points or more.

Upon completion of the capstone project you will be awarded with a badge based on a general score of 50% or more.

Additional Resources

Emerging Perspectives on Learning, Teaching, and Technology
Author: Michael Orey
Tags: learning, teaching, technology
Link:https://textbookequity.org/Textbooks/Orey_Emergin_Perspectives_Learning.pdf

Understanding innovative pedagogies: key themes to analyse new approaches to teaching and learning - OECD Education Working Paper No. 172
Author: Amelia Peterson, Harvard University; Hanna Dumont, German Institute for International Educational Research; Marc Lafuente, Educational consultant; NancyLaw,University of Hong Kong
Tags: pedagogy, innovation, teaching, learning
Link:http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2018)8&docLanguage=En

Design Patterns
Author: RMIT University
Tags: design, active learning, curriculum, programme, activities, blended learning, constructive alignment, assessment

Link:https://emedia.rmit.edu.au/learningpatterns/content/design-patterns

Use of Open Educational Resources in E-learning for Higher Education
Author: Rosa Navarrete, Sergio Luján-Mora, Myriam Peñafiel. Author:
Tags: OER, resources, e-learning
Link:http://desarrolloweb.dlsi.ua.es/oer/use-open-educational-resources-e-learning-higher-education

Using Multimedia in your Teaching
Author: City University London
Tags: teaching, technology, activities, multimedia
Link:https://sleguidance.atlassian.net/wiki/spaces/SETG/pages/40010641/Using+Multimedia+in+your+Teaching

The potential of moodle in a blended learning management system: a case study of an in-service programme for secondary mathematics teachers
Author: Mdutshekelwa Ndlovu, Ingrid Mostert
Tags: blended learning, case study, moodle, LMS
Link:https://www.researchgate.net/publication/264005185_THE_POTENTIAL_OF_MOODLE_IN_A_BLENDED_LEARNING_MANAGEMENT_SYSTEM_A_CASE_STUDY_OF_AN_IN-SERVICE_PROGRAMME_FOR_SECONDARY_MATHEMATICS_TEACHERS

Creating a Lesson Activity in Moodle
Author: Digital Learning Portsmouth
Tags: Moodle, LMS, activities, tutorial
Link: https://www.youtube.com/watch?v=_1cmZZd3jHU

Audio Feedback
Author: Digital Learning Portsmouth
Tags: Moodle, LMS, feedback, tutorial
Link:https://youtu.be/gehvTK3Hi7E

How to Moodle
Author: Digital Learning Portsmouth
Tags: Moodle, LMS, tutorial
Link:https://www.youtube.com/channel/UCX1cUFXDkQXsvYeqnrWjZwQ/search?query=moodle

Quality Assessment for E-learning: a Benchmarking Approach
Author: EADTU, 2012
Tags: assessment, e-learning, design. Curriculum, course, student support
Link:https://e-xcellencelabel.eadtu.eu/images/documents/Excellence_manual_full.pdf

Basic elements and characteristics of mobile learning
Author: Fezile Ozdamli,Nadire Cavus, 2011 Published by Elsevier Ltd
Tags: mobile learning, basic elements of m-learning, characteristics of m-learning, m-learning mobile technologies
Link:https://reader.elsevier.com/reader/sd/pii/S1877042811026127?token=1F8019F40A66EF845CE61BEA44365D1C3D90DBB174E734D69F546F560A36EF029DB96897ECE37617A33F5D63DACA3B8B

E- and m-learning: a comparative study
Author: Assist. Prof. Dr. Santosh Kumar Behera.
Tags: e-learning, m-learning, u-learning, ICT, technology, ET, distance learning
Link: http://ijonte.org/FileUpload/ks63207/File/08.behera.pdf