



Train the Trainer Self Learner

Course programme



Co-funded by the
Erasmus+ Programme
of the European Union



**Hochschule
Flensburg**
Ganz nah und
weit voraus

PEESA III Train the Trainer Self Larner programme

- covers design and delivery of online courses, the role as an online lecturer and e-assessment.
- includes an introduction to online and blended learning and an overview of online and blended learning models.
- is aimed at lecturers of the partner institutions in PEESA III who have an interest in online teaching and learning and lecturers who already undertake online teaching and learning activities or expect to do so in the future.
- The purpose of the programme is to give the participants the competences necessary to design and deliver online and blended courses.
- The tasks are self-guided tutorials or activities the participants can pursue in their own time and pace.

Overall learning outcomes

To

- develop skills and confidence in using a virtual learning environment including a wide range of e-learning tools.
- develop a deeper understanding of e-learning tools and their uses with regard to learning and assessment scenarios.
- know teaching and assessment methods, best practices and educational design for online and blended learning.
- identify and reflect upon the efficacy of the learning outcomes of different online learning activities and e-assessment methods.
- design online teaching, learning and assessment activities.
- design engaging online course materials.

The course programme

- is delivered through an e-learning platform
- involves self-guided tutorials
- is delivered as a self learning course
- includes a Quiz at the end of each course
- participants receive a badge for each completed course
- is currently available @ FUAS
- is available for the partner institutions to be imported/installed on their platforms

Learning perspectives

The programme has two basic learning perspectives

- Learning through reflection
- Learning by doing

 Course work will revolve around:

- Activities that encourage participants to reflect on their own learning experiences enabling them to set and pursue personal learning goals relevant to their specific situation
- Practical work that lets the participants explore online and blended learning and gain firsthand knowledge of the potentials and challenges

The course programme consists of 4 courses

- **Course 1. Introduction to Online Learning :**
Overview of online learning models and a perspective on criteria for quality in online learning
- **Course 2. Educational Design of Online Courses and Blended Learning Courses:**
Creating educational designs, producing course materials such as videos and learning objects, creating learning activities and using Open Educational Resources (OER)
- **Course 3. Delivery of Online Courses / The Online Lecturer:**
Communication, interaction, motivation and netiquette. The role of the online lecturer
- **Course 4. E-assessment:**
Introduction to a variety of e-assessment methods, potentials and challenges. Designing and carrying out e-assessment that matches the learning objectives of a given course

Course programme

Dashboard / My courses / IT1self

Turn editing on

Course programme information

- Programme Syllabus
- Description Course 1 - Introduction to Online Learning and Learning Theory
- Description Course 2 - Design of Flipped, Blended and Distance Learning
- Description Course 3 - Delivery of Online Courses / The Online Lecturer
- Description Course 4 - E-assessment
- Introduction to the Course Programme on Moodle
- HELP and Contact Details
 - Guidelines on how to get help
 - Contact details of technical support
- License and Acknowledgements
- Announcements

Course 1 - Introduction to Online Learning

Pages: 7 Quiz: 1 Label: 1 Folder: 1
Progress: 6 / 8

Course 2 - Design of Flipped, Blended and Distance Learning

Pages: 8 Quiz: 1
Progress: 0 / 9

Course 3 - Delivery of Online Courses - The Online Lecturer

Pages: 5 Quiz: 1
Progress: 0 / 6

Course 4 - E-Assessment

Pages: 13 Forum: 1 Labels: 6 Files: 2 Quiz: 1
Progress: 0 / 16

Recent activity

Activity since Friday, 3 September 2021, 5:09 PM

[Full report of recent activity...](#)

Course updates:

Updated Page

Activity 2.1 - Creating an Educational Design

Updated Page

Programme Syllabus

Course 1, Introduction to Online Learning and Learning Theory

This course intends to

- give the participants an overview of current classes freely available on the internet
- By putting participants in the perspective of learners, they will develop an understanding of the expectations of their students raised by those freely available classes
- Viewed in the context of learning theories, the participants will develop categories to evaluate the quality of such online classes










Contents of course 1

- Learning theories
 - behaviorism, cognitivism, constructivism and connectivism
- Taxonomies of learning
- Instructional design models of online learning
 - TPACK model – Technological, Pedagogical and Content knowledge
 - IDOL model for online learning in higher education
- Constructive alignment
- Descriptors for quality of online courses
- State of development of freely available online courses

Course 1

Course 2 - Design of Flipped, Blended and Distance Learning ►

Course 1 - Introduction to Online Learning

-  Course 1. Introduction to Online Learning - Overview
 -  Activity 1.1 - Learning Theories - Basics
 -  Activity 1.2 - Learning Theories - Reflection
 -  Activity 1.3 - Matching Learning Processes, Activities and Outcomes
 -  Activity 1.4 - Criteria for Good Online Courses
 -  Activity 1.5 - Analysis of Online Courses
 -  Quiz of Course 1
-
-  Files Course 1
 -  Resources Course 1

Course 2 - Educational Design of Online Courses and Blended Learning Courses

In course 2 the participant

- studies different resources and models for blended, distance and flipped learning
- start with the overall planning of an own course design
- creates specific learning activities and materials for the course

Contents of Course 2

- Theoretical models on integration of ICT in teaching and learning, e.g.
 - Flipped learning/classroom
 - Gilly Salmon's 5-stage model and e-tivities concept
- Possible platforms for flipped learning (e.g. Google)
- The good learning object / multimedia production
- Design of synchronous (live online) and asynchronous activities for learners
- Programs for the production of learning objects – free programs and institution specific programs
- Open educational resources
- Copyright and Creative Commons

Course 2

Train the Trainer Self Learner Version

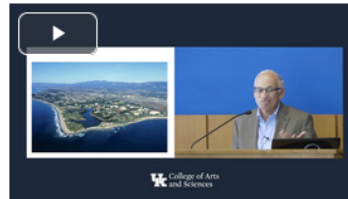
Dashboard / My courses / TTTself / Course 2 - Design of Flipped, Blended and Distance Learning / Learning Objects

Learning Objects

Resources for Learning objects

Read about [Research-Based Principles for Designing Multimedia Instruction](#) by Richard E. Mayer.

In this video



from University of Kentucky College of Arts & Sciences you have the possibility to see professor Richard E. Mayer presenting the different principles mentioned in the article above.

Tony Bates, Teaching in a digital age: [Chapter Seven: Pedagogical differences between media](#)

Suggested further readings/ressources:

Mayer, Richard E. (2014). Chapter 3 Cognitive Theory of Multimedia Learning. In The Cambridge Handbook of Multimedia Learning, second edition, pp. 43-71. Cambridge University Press

Find inspiration about creating a storyboard/script in this video:



Course 3 - Delivery of Online Courses/The Online Lecturer

- Introduces the participants to the roles, tasks and responsibilities of the online lecturer and to initiate reflection on the potentials and pitfalls
- Aims to support participants to develop the skills and competences necessary to deliver and support both synchronous (live online) and asynchronous teaching and learning activities

Contents of Course 3

- The live, online lecturer:
 - Roles, tasks and responsibilities.
 - Potentials and pitfalls.
 - Useful tools (presentation and collaboration tools – chat, breakout rooms etc.).
- The moderator of asynchronous teaching and learning activities:
 - Roles, tasks and responsibilities.
 - Potentials and pitfalls.
 - Useful tools (announcements/message boards, discussion boards, blogs, group tools etc.)
- Communication, interaction and motivation
 - Creating a safe and inviting virtual learning environment.
 - Supporting group work online.
 - Netiquette.

Course 4 - E-assessment


















- introduces participants to methods and to illustrate what types of assessment the various methods support
- aims to give participants the competences necessary to integrate e-assessment into specific courses and programmes
- focuses on the design of e-assessment methods
- Administrative and legal issues will not be covered

Contents of Course 4

E-assessment methods:

- Self and peer assessment using rubrics
- Digital hand-in and inline grading
- Multiple Choice Questions
- Participation assessment
- Online Oral examinations
- Using e-portfolios for Learning and Assessment

Course 4 - E-Assessment

 Course 4. E-Assessment - Overview	<input checked="" type="checkbox"/>
 Activity 4.1 - E-assessment. What are the Challenges and Opportunities?	<input checked="" type="checkbox"/>
 Activity 4.2 - Reflect on your Learning Journey	<input checked="" type="checkbox"/>
 E-portfolio	<input checked="" type="checkbox"/>
Activity 4.3 - Self and Peer Assessment Using Rubrics	
 Activity 4.3 - Self and Peer Assessment Using Rubrics	<input checked="" type="checkbox"/>
 M4.3 Rubric for Self and Peer Assessment	
Activity 4.4 - Digital hand-in and inline grading	
 Activity 4.4 - Digital Hand-in and Inline Grading	<input checked="" type="checkbox"/>
Activity 4.5 - MCQ and beyond	
 Activity 4.5 Part one - MCQ and Beyond	<input checked="" type="checkbox"/>
 Activity 4.5 Part two - MCQ and Beyond	<input checked="" type="checkbox"/>
 Activity 4.5 - Item Analysis Videos	<input checked="" type="checkbox"/>
Activity 4.6 - Participation assessment	
 Activity 4.6 - Participation Assessment	<input checked="" type="checkbox"/>
 M4.6 RubricParticipationAssessment.pdf	<input checked="" type="checkbox"/>
Activity 4.7 - Oral Examinations with Adobe Connect	
 Activity 4.7 - Oral Examination via Adobe Connect	<input checked="" type="checkbox"/>
Activity 4.8 - Using E-portfolios for Learning and Assessment	
 Activity 4.8 - Using E-portfolios for Learning and Assessment	<input checked="" type="checkbox"/>
 Activity 4.9 - Reflect & Grow	<input checked="" type="checkbox"/>
 Quiz of Course 4	<input checked="" type="checkbox"/>
 Resources Course 4	<input checked="" type="checkbox"/>



Activity 4.4 – Digital Hand-in and Inline Grading

Purpose:

- to know the possibilities and challenges of plagiarism control in connection with digital assignments.
- to study, discuss and analyse examples of plagiarism reports.
- to reflect on how to give powerful digital feedback (inline grading).

Summary of overall task:

In this activity you will submit an essay for plagiarism control and investigate plagiarism reports. You will furthermore reflect on the usefulness of plagiarism reports in grading digitally handed-in papers and the impact of digital feedback on students' learning.

Feedback is among the most critical influences on student learning but this impact can be either positive or negative. Studies show that it depends on the type of feedback you give and how you give it. (Hattie & Timperley, 2008)

Digitally submitted papers give you the opportunity to provide instant, annotated feedback to your students via inline grading and to use anti-plagiarism services. Anti-plagiarism services can provide powerful formative feedback, but care must be taken in interpreting the plagiarism reports.

Tasks:

TASK 1: Read the two following articles:

- Turnitin (2012): [White paper \[The plagiarism Spectrum – Instructor Insights into the 10 Types of Plagiarism\]](#).
- Hattie, J. & Timperley, H.(2007): [The Power of Feedback](#).

TASK 2: Write a one-page essay. The essay should contain:

- a short description of the types of plagiarism you meet as a teacher.
- a short description of your experiences with inline grading and providing digital feedback on your students' papers.
- text passages copied from the internet (this is to make sure that interesting things show up in the plagiarism reports that will be made on your essay).

Submit your essay for plagiarism check.

How to Submit Essays for Plagiarism Checks:

1. Go to <https://elearningindustry.com/top-10-free-plagiarism-detection-tools-for-teachers>.
2. Choose one of the online services and upload a one-page essay.

TASK 3: Reflect on:

- the usefulness of the plagiarism report in grading a digitally submitted paper.
- the possibilities and pitfalls of providing digital feedback. How can digital feedback support your students' learning?

TASK 4: Write at least one blog post in your e-portfolio on your reflections on what you have learned through this part of module 4, and if you can benefit from using plagiarism control and digital feedback in your teaching.

Next:

Now move on to [Activity 4.5 Part one - MCQ and Beyond](#).

Quizzes

Train the Trainer Self Learner Version

[Dashboard](#) / [My courses](#) / [TtTself](#) / [Course 1 - Introduction to Online Learning](#) / [Quiz of Course 1](#) / [Preview](#)

Question **16**
Not yet answered
Marked out of 1.00
Flag question
Edit question

Which of the following are fundamental components of academic knowledge according to Bates (2019) ?

Select one:

- a. Validity, importance, correlation, and science.
- b. Transparency, codification, reproduction, and communicability.
- c. Applicability, symbolism, readability, and abstraction.

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◀ Activity 1.5 - Analysis of Online Courses Jump to... Files Course 1 ▶

Quiz navigation

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18			

Finish attempt ...

Start a new preview

Ressources

- Each course provides a list of resources that allow to find the correct answer to each question of the quiz

Train the Trainer Self Learner Version

Dashboard / My courses / TITself / Course 2 - Design of Flipped, Blended and Distance Learning / Resources Course 2

Resources Course 1

Ahlbrand, A.: Learning Theories and Law: Behaviorism, Cognitivism, Constructivism. RIPS Law Librarian Blog. [blog] Availat and-law-behaviorism-cognitivism-constructivism [Accessed: 23 April 2020].

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Ashworth, F., Brennan, G., Egan, K. and Hamilton, R. 2004. *Learning Theories and Higher Education*. [e-book] Dublin: Dubli [cg/viewcontent.cgi?article=1016&context=level3] [Accessed: 25 January 2020].

Bates, A.W., 2019. *Teaching in a Digital Age – Second Edition*. [e-book] Vancouver, B.C.: Tony Bates Associates Ltd. Available 16 February 2020].

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Downes, S. 2012. *Connectivism and Connective Knowledge*. [e-book] Stephen Downes. Available at: https://www.downes.ca/home/Downes_Connectivism_and_Connective_Knowledge.pdf [Accessed: 25 January 2020].

Duke, B., Harper, G., Johnston, M. 2013. *Connectivism as a Digital Age Learning Theory*. In: The International HETL Review, https://www.researchgate.net/publication/321505356_What_Is_Technological_Pedagogical_Content_Knowledge_TPAC [Accessed: 25 January 2020]

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Koehler, M. 2014. *TPACK Explained | TPACK.org*. [online] Available at: <http://www.matt-koehler.com/tpack/tpack-explained/>

M, C. 2013. *SAMR in 120 seconds*. [video online] Available at: [A Tale of Two MOOCs @ Coursera: Divided by Pedagogy. \[online\] Available at: <https://onlinelearninginsights.com/> \[Accessed: 25 January 2020\].](http://www.youtube.com/watch?v=su0w823KY0g&list=UUyilM, C. 2013 a. <i>TPACK in 2 minutes</i>. [video online] Available at: <a href=)

Morrison, D. 2013 a. *Essential Resources for Educators of Online and Blended Courses*. [online] Available at: <http://onlinelearninginsights.com/essential-resources-for-educators-of-online-and-blended-courses/> [Accessed: 25 January 2020].

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Resources Course 2

ACMI 2017. *What is a storyboard?* [Video] Available at: <https://youtu.be/6aTnEaniXBk> [Accessed 10 November 2020]

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Adobe 2013. *Adobe Presenter Overview*. [video] Available at: <https://youtu.be/mmyN0z048pg> [Accessed: 18 February 2020]

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Jonson, J. 2014. *Blended Learning and Technology Integration*, [video] Available at: <https://youtu.be/KDBAUFgsCKg> [Accessed: 10 January 2020]

LearnUSI 2014. *7 Common Misconceptions About Distance Learning* [video] Available at: https://youtu.be/3K_JoBkxVl0 [Accessed: 25 January 2020].

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Thank you!

If you have any questions please contact me

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