



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



Train the Trainer Self-Learner Programme

Programme Syllabus

Programme Description

The programme is aimed at lecturers of the partner institutions in PEESA III (Personalised Engineering Education in South Africa) 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.

An aim of the programme is to make as much content of the Train the Trainer courses developed in the PEESA (Programme on Energy Efficiency in Southern Africa) project as possible accessible to a wider audience in the framework of PEESA III.

The programme includes an introduction to online and blended learning and an overview of online and blended learning models. Furthermore, the course will cover design and delivery of online courses, the role as online lecturer and e-assessment.

The programme will be taught in English.

Purpose of the programme

The purpose of the course is to give the participants the competences necessary to design and deliver online and blended courses.

Learning Perspectives of the programme

The programme has two basic learning perspectives, learning through reflection and learning by doing. This means that the 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.

Delivery Method

The course will be delivered through the e-learning platform Moodle. The course involves self-guided tutorials. The course is delivered as a self-learning course.

Assessment

- Participants receive a badge for each completed course. Each activity but the Quiz at the end of each course has to be marked as completed by ticking the Completion tick box next to the Activity in the Course Windows. The Quiz is marked completed when you answered the questions correctly.
-
- *Learning Outcomes*

The overall learning outcomes of the courses are for participants 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.
- develop skills and confidence as an online lecturer.

Prerequisites for Taking the Courses

Participation in the course requires previous knowledge of and experience with the learning platform Moodle.

A (laptop) computer and a good internet connection (i.e. broadband) is needed to participate in the course.

Programme Courses – Overview

Course 1. Introduction to Online Learning

Introduction to online learning, an 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 OER (open educational resources).

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.

Description 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.

Extent of the Course:

It takes as long as it takes.

Credits awarded: Badge awarded on completion of the course.

Learning Outcomes:

After completion of this course participants

- know the **basic** differences between behaviorism, cognitivism, constructivism and connectivism as basis for online course design.
- know a variety of freely available, current examples of online courses.
- use the TPACK model on integration of ICT in teaching and learning.
- use GoogleDocs and electronic pin boards as means in their teaching.
- develop a set of criteria for aspects of quality in online courses and evaluate the quality of online courses based on these criteria.
- reflect on their teaching approach and adapt it in the light of different learning theories.

Contents of the course:

- 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

Teaching and Learning Activities:

The course will be delivered through the e-learning platform. The tasks are self-guided tutorials and activities that participants can pursue in their own time and pace.

Assessment:

In order to successfully pass the course, participants must:

- Successfully complete activities of the course

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

In this course, you will study different resources and models for blended, distance and flipped learning and you are going to create your own course design. You will start with the overall planning, and after that you will work on creating specific learning activities and materials for your course.

Extent of the course:

It takes as long as it takes.

Credits awarded: Badge awarded on completion of the course.

Learning Outcomes:

The learning outcomes of the course are to

- know various approaches to and models for educational design of online courses and blended learning.
- create a meaningful educational design for a specific online course or for a blended learning course.
- create course materials and activities.
- know relevant free programs and any programs used at their own institution to produce learning objects and to use one or more of these programs.
- know how OER (open educational resources) can be integrated in courses at no cost.
- know applicable copyright rules and the possibilities of Creative Commons.

Contents of the course:

- Theoretical models on integration of ICT in teaching and learning
 - Flipped learning
 - Gilly Salmon's 5-stage model and e-tivities concept
 - The TPACK model – Technological, Pedagogical and Content knowledge
- The Google environment as a possible platform for flipped learning
- The good learning object / multimedia production
- Design of synchronous and asynchronous activities for learners
- Programs for the production of learning objects – free programs and institution specific programs
- OER – Open educational resources
- Copyright and Creative Commons

Teaching and Learning Activities:

The course will be delivered through the e-learning platform and will also make use of freely available programs and services. The tasks are self-guided tutorials or activities the participants can pursue in their own time and pace.

Assessment:

In order to successfully pass the course, participants must:

- Successfully complete the activities

Description Course 3 - Delivery of Online Courses / The Online Lecturer

The overall purpose of this course is to introduce participants to the roles, tasks and responsibilities of the online lecturer and to initiate discussions and reflection on the potentials and pitfalls. Furthermore, the course 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.

Extent of the course:

It takes as long as it takes

Credits awarded: Badge awarded on completion of the activities at the end of the course

Learning Outcomes:

The learning outcomes of the course are for participants to

- know the roles, tasks and responsibilities of both the live, online lecturer and the moderator of asynchronous teaching and learning activities.
- use relevant tools for both live, online teaching and for asynchronous teaching and learning activities.
- evaluate various methods and modes of online presentation, communication and interaction and to select and combine methods and modes for maximum effect.
- support online dialogue and interaction between students to facilitate group/problem-based/project work.
- initiate and support the creation of a safe virtual learning environment in which students dare to contribute and interact with their fellow students.

Contents of the course:

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

Teaching and Learning Activities:

The course will be delivered through the e-learning platform. The tasks are self-guided tutorials or activities that participants can pursue in their own time and pace.

Assessment:

In order to successfully pass the course, participants must:

- Successfully complete the activities

Description Course 4 - E-assessment

The overall purpose of this course on E-assessment is to introduce participants to a wide range of methods and to illustrate what types of assessment the various methods support. Furthermore, the course aims to give participants the competences necessary to integrate e-assessment into specific courses and programmes. The focus in this course will be on the design of e-assessment methods. Administrative and legal issues will not be covered.

Extent of the course:

It takes as long as it takes.

The course contains an introduction and concluding e-portfolio tasks and presents four e-assessment methods.

Credits awarded: Badge awarded on completion of the course.

Learning Outcomes:

The learning outcomes of the course are for participants to

- know the possibilities and challenges of e-assessment.
- use different methods for e-assessment.
- design and carry out e-assessment.
- evaluate what type of e-assessment would be appropriate for a specific course.
- select and combine different e-assessment methods for maximum effect.

Contents of the course:

The course will cover the following topics:

Introduction and overview - challenges and possibilities in general. What can you assess using the different e-assessment methods?

Four e-assessment methods:

1. Self and peer assessment using rubrics
2. Digital hand-in and inline grading
3. MCQ and beyond
4. Participation assessment

Teaching and Learning Activities:

The course will be delivered through the e-learning platform. The tasks are self-guided tutorials or activities that participants can pursue in their own time and pace.

Assessment:

In order to successfully pass the course, participants must:

- Successfully complete the activities