Teaching Online: A practical Guide for the e-Tutors

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I. E-Learning fundamentals

This section is an introduction to the basics of the e-learning. We will study the different terms used in e-learning, see the uses of the distant learning, understand the difference between synchronous and asynchronous learning and finally we'll see in what e-learning has changed our pedagogical methods.

Definitions

**Virtual Education** is defined as a distance learning that takes place via the Internet and whose central defining characteristic is the separation of the e-tutor and the learner geographically.

**Online learning** is instruction via a web-based educational delivery system. Online learning transcends the old pedagogical separation of space (the walls of the classroom) and time (scheduling, timetable) so that learning beyond the walls of the classroom and the cells of the timetable is of the same nature and intensity as or even better than the best traditional classroom learning. Online learning introduces the ubiquitous learning, where you can learn anywhere and anytime.

**Blended learning** combines online learning with other modes of instructional delivery.

**LMS (Learning Management System)** is a software application for the administration, documentation, tracking, reporting and delivery of e-learning courses or training programs. LMS is the set of tools that houses course content and provides the framework for communication between participants and e-tutors. Moodle platform is an example of a LMS.

**Moodle platform** is an online interface dedicated to e-learning. It is designed for displaying pedagogical content and proposing interactive tools adapted to e-learning process. Moodle proposes wiki, forum, test, etc. The user has a large range of parameters and can easily customize the e-learning environment. It is an open source and free software.

**Uses of E-learning**

This new mode of distance learning expands the range of courses, can provide highly qualified e-tutors and scheduling flexibility, affords opportunities to non-traditional participants, increases the teaching of technology skills and provides professional development opportunities for e-tutors.

Technology use can be tricky sometimes. We should keep in mind that technology should be used to serve participant’s learning objectives.

The general needs of the online participants are the access to the education, the flexibility of time, place, and pace, the individualization of the level of the curriculum, the use of different learning styles, to address multiple intelligences and personality type, a safe environment, courses that are not overcrowded and a learner-focused education.

**Synchronous and Asynchronous activities**

Two basic types of e-learning are often compared, asynchronous and synchronous.

**Synchronous** e-learning is any tool that is in real-time and allows e-tutors and participants to ask and answer questions immediately. Synchronous discussions encourage collaboration, give participants a voice, promote quick thinking, replace traditional live in-class discussions, allow for breadth or depth of analysis and create venue for “just-in-time teaching”.
Asynchronous e-learning supports work relations among learners and e-tutors, even when participants cannot be online at the same time. Asynchronous discussions encourage collaboration, promote deeper reflection, provide opportunities for applying concepts, answer questions in mass and allow for personalization. In other words, asynchronous learning has the potential to support e-learners in the development of learning communities.

<table>
<thead>
<tr>
<th>Synchronous Learning</th>
<th>Features</th>
<th>Examples</th>
</tr>
</thead>
</table>
|                      | • Real-time  
|                      | • Live  
|                      | • Usually scheduled, time-specific (but can be impromptu)  
|                      | • Collective and collaborative  
|                      | • Simultaneous virtual presence with other learners and facilitators or instructors  
|                      | • Concurrent learning with others | • Instant Messaging  
|                      | • Online Chat  
|                      | • Live Webcasting  
|                      | • Audio conferencing  
|                      | • Videoconferencing  
|                      | • Web Conferencing |
| Asynchronous Learning | • Intermittent access or interaction  
|                      | • Self-paced  
|                      | • Individual or intermittently collaborative  
|                      | • Independent learning  
|                      | • Usually available any time  
|                      | • Recorded or pre-produced | • E-mail  
|                      | • Threaded Discussion boards  
|                      | • Web-based training  
|                      | • Podcasting  
|                      | • DVD  
|                      | • Computer-based training |

Synchronous and Asynchronous learning

Read more about Synchronous and Asynchronous learning:

Online learning VS traditional learning
The main differences between a classroom and a virtual classroom are the preparation time and methods. An e-learning course needs more time of preparation than a face to face lesson since the e-tutor is not able to improvise. E-tutor uses tech tools to teach and so additional time to learn tech tools is needed. Online has favored reading and writing and written communication means deeper thinking. In the online classroom you have to ensure that participants are engaged. The relationship dynamic between participant and e-tutor is different. An online community needs to be created, it cannot happen automatically like in a classroom. Procedures need to be explicit online. Online classroom provides anonymity. There are no visual cues for the e-tutor to know if the participants are following and are interesting in the lesson.

In an online classroom the learning can be more individualized since the participants can work and progress in their own pace. There is a need for metacognition and autonomy which changes the role of the e-tutor. He/she becomes more a facilitator than a provider of direct instruction. Learning theory is built around constructivism where participants built around their own knowledge base.
There are maybe times during synchronous sessions that the instructor still provides content but the participants follow the instructions for their lessons and follow their own schedule.

The use of the technology in our online courses and assessments can help by truly offering individual mentorship, not making participants wait for their peers to complete a topic and offer the flexibility of time and geography.

More specifically, online learning allows flexibility to participants to advance in their own pace, to be able to work individually on interests that suit them and that they excel in as well as to be able to excel without peer pressure.

Online courses can also help special need students because they can develop meaningful mentorship relationships, through technology, changing the way participants view education in general. Special needs participants need flexibility, individualized learning plans, and the ability to get an education in a non-threatening environment. In general, participants with medical or emotional issues can learn at a pace that is right for them.

II. Pedagogy

In this chapter we will study some of the new pedagogies that immerge with the use of e-learning and their specific aspects. We will learn about the 21st century skills and finally we will see interactive Web 2.0 tools that we can integrate in our e-learning courses.

Introduction

In order for participants to learn new knowledge, they need to be able to connect it to something they already know. They need it to be related to their own life experiences and their own understanding of the world.

The e-tutor should serve as a bridge between the participant’s personnel and professional life and the content of the modules. This will validate and liberate the participants from the pressure to fill within a norm. The e-tutor should use culturally relevant materials, ask the participants to share artifacts and encourage participants to share personnel experiences.

Transmission Pedagogy
New learning

Technology doesn’t necessarily change learning. Using technology for technology is less good than nothing sometimes. What we have to change is the pedagogy we are using in our e-learning sessions. In order to follow today’s society we have to do active participative learning. In new learning pedagogy we want all our participants to be involved simultaneously in constructive peer learning and peer dialogue by using synchronous and asynchronous activities such as wikis, blog, twitter etc. The objective of the tutor is to build an active knowledge producing community.

We need to transform our participants from knowledge consumers (content transmission) to knowledge producers (participatory learning). We need to switch from hierarchical, top-down knowledge flows to lateral knowledge flows and distribute a model of learners as (co-) creators of new knowledge (“designers”). To do this we need to take our participants seriously. They are knowledge producers and what they produce is unique in the world.

Active learning proposes a shift in focus in education from cognition (memorization) to knowledge representation (artifact) given that it is the artifact that shows that you learned not what you remember. We don’t have to memorize things; we can always look things up so memory work is less necessary nowadays. Today’s citizens need multiples ways of representation because learning in multiple ways reinforces knowledge.

Learners bring identities in school. The e-tutor should try to find ways to connect participant identities and participant interests. When the e-learning environment is build in participants’ motivation and identity, the e-tutor has the capacity to valorize participants’ creativity, the identities get articulated in the classroom, the participants have voices, their identities are in the center of the classroom. Technology mediated environment can help in the differentiated learning.

Collaborative Learning Dynamics

Collaborative intelligence produces more detailed and deeper knowledge, a sense of community and bride, a desire to contribute to peer knowledge and motivation.

Sharing knowledge by publication of community-adjudicated artifacts means that every learner is a knowledge maker whose knowledge can be used as a resource by others and cited.
Fundamental rules
To make participants interact in asynchronous or synchronous activities, your participants should remember the following rules:

- No cursing, no slang
- Complete sentences
- Capitalization, punctuation, spelling
- Do not write in ALL CAPS
- Keep postings brief
- Give thanks when it is deserved
- Be respectful

Metacognition
We also need to encourage learners to be reflective to their learning; We need to prepare learners to be thinking learners. Require people to think about thinking and to learn how they learn. Metacognition is very vital, it is about ways of knowing to be constantly searching about data and people who can help us complete our work in powerful ways.

21st century Skills
The e-tutor should organize his/her lesson taking into consideration the 21st century Skills. They allow the participants to access, analyze, manage, synthesize, evaluate, create, share information, in a variety of forms and media. E-tutor should prepare participants to use these skills and become Life Long Learners.

Web 2.0 Tools

The term Web 2.0 (used since 2006) is commonly associated with web applications that facilitate interactive information sharing, user-centred design and collaboration within the World Wide Web.

A Web 2.0 site allows you to interact with other users or to change the content of the site, in front of non-interactive websites where users are limited to passively watching the information they provide. Some examples of Web 2.0 communities are wikis and blogs.

Although the term suggests a new version of the website does not refer to an update and evolution of the Internet or the specific technology of the World Wide Web, but refers to changes made in the use of platform.

Let's watch a short video about Web 2.0 and its changes:

Web 1.0 y Web 2.0
Web 2.0

And inside of the Web 2.0, where can we find virtual teaching and learning Moodle environment?

Web 2.0 is characterized by Users, networking and information. It is fulfilled by repositories, calendars, webcast, wikis, ... and content managers (CMS (Content Management System); Blogs; LMS (Learning Management System))

There is a variety of Web 2.0 that you can use in order to organize your online courses like Blog, Wikis, Word processing (Open Office, Google drive), Lecture presentations, Videos, Online storage Tools (Dropbox) etc

Read more about the Web 2.0 tools for online learning:

III. Feedback

In this chapter we will talk about the importance of feedback for online learning and for keeping our students interactive and motivated.

The importance of feedback

During the online courses it is really important to give feedback to our participants in order to keep them interested and active in the lesson. Feedback:

- builds relationships
- guides and reinforces participant behavior
- sets expectations
- shapes behavior
- rewards effort
- steers approximation
- reinforces desired outcomes

If the participants show no activity feedback is needed until there is interaction. The feedback from an actual e-tutor is more important than computer. The tutor should avoid general feedback like "good job" but make it personnel.

Feedback types

The feedback should come from multiples sources and perspectives (e.g. peers, self, instructors, experts). Participants should also be able to give feedback on feedback. The feedback should be constitutive (about the future) and not (just) retrospective assessment (about the past). E-tutors should promote a “no failure” educational paradigm, where you can keep taking on feedback until you are as good as good is supposed to be rather than a system where the few succeed because most are destined to fail.

A peer-to-peer feedback in the middle of the assignment puts the participants in the role of the e-tutor and can help them to improve the assignment. We should aim a prospective, constructive and constitutive assessment rather than a retrospective assessment that only comes at the end of the project. Self assessment is also important because learners need to be able to assess themselves: what they know, what they learned, what they understand.

Technology permits immediate feedback and interactivity, which is not possible for a face to face lesson since the teacher is not able to give an immediate individualized feedback to each one of the participants.

Computer graded VS E-tutor graded

A computer graded assignment makes it easy and fast for both the e-tutor and the participants but a feedback from the e-tutor can have more impact. There are many ways for the e-tutor to give feedback like by doing a video to praise the class, highlight common errors, do a mini lecture to reinforce any concepts and preview the next lesson, screen casts and video recording programs.

If you need to give feedback in word documents, you can use the revision Tools, art, color, highlighting, and clip art to make it more interesting, comprehensive and interactive.
A successful feedback is a **timely** Feedback which is relevant to the unit/lesson on hand and timely enough to allow for improvement before higher stakes exams. Feedback can be **efficient** by using the time saving technology, the word documents feedback and making Video Messaging with explanations. It should also be **personalized** by adding name before feedback, avoiding ‘canned’ sounding feedback and noticing and praising improvement and effort.


## IV. Online learning activities

In this chapter we will examine the role of the e-tutor and how to build online communities.

### Online community

First thing to do in your online course is to establish a sense of an online community. Isolation is one of the largest complaints of online learning. Letting participants understand that they are part of a large community of people makes them feel more connected and more likely to succeed in an online environment. It makes participants feel comfortable and ask questions as they have them. It also helps participants feel open to share their reflections about what they are learning in the discussion forums. A great method to begin to create an online community is the “icebreaker” technique, where you can use discussions like introductions, explaining previous experiences, etc. of the participants in order to get to know each other. You can also use different games in order to create a good climate between participants.

*Read more about how to built an online learning community:* [http://www.bhmehregan.com/mobina/admin/Files/Books/Building%20Online%20Learning%20Communities.pdf](http://www.bhmehregan.com/mobina/admin/Files/Books/Building%20Online%20Learning%20Communities.pdf)

*Read more about how to engage the online learner:* [http://eltandtech.pbworks.com/f/engaging+the+online+learner.pdf](http://eltandtech.pbworks.com/f/engaging+the+online+learner.pdf)

### Role of an E-tutor

An e-tutor should be able to:

- Understand language of online education
- Use LMS elements effectively to facilitate course design
- Use technology to support course design
- Communicate an appropriate online tone
- Revise/Write course documents in Moodle
- Design, evaluate and deliver online course with appropriate standards
- Incorporate Internet resources into course documents
- Foster participant-to-participant discussion and collaboration
- Communicate appropriately with participants in one-on-one and group settings
- Participate and be present in an online course, meeting participant needs and school expectations for e-tutor presence
- Provide appropriate and timely feedback to participants
- Intervene appropriately when participants misbehave online
- Communicate with participants, the national referent and the other e-tutors via a variety of online and traditional means
- Provide course materials to participants in a timely manner
- Keep track of participants’ participation in online course (to do this the e-tutor needs to apply the interactivity rule the participants should be interacting)
- Track whether participants are registered/enrolled in the course
- Provide participants with basic technical support service, recognizing which issues should be forwarded to technical support teams

In order for the tutor to be able to apply all these pedagogical methods mentioned above for effective pedagogical practice in a technology enhanced learning environment, he/she needs the kind of knowledge described by the Technological Pedagogical Content Knowledge (TPACK):

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Read more about TPACK: http://tpack.org
V. Evaluation

In this chapter we will talk about how to evaluate our students in our online courses. We will start by an analysis of the task, and then we will see the differences between online and traditional assessment and the types of assignments that we can use to evaluation our students.

Introduction

The performance and the assessment have changed over the years. Emphasis is on ability to locate and apply knowledge quickly and efficiently. Participants are expected to communicate ideas effectively and no longer one defining source of information. As we saw what is important is not memorizing information but create because the knowledge artifact, as evidence portfolio spaces, involves critical and sophisticated thinking. It also avoids plagiarism: you might try to game a single assessor but it’s more daunting to game a community.

Moodle platform offers a huge repository of different type of tasks ans the most part of them offer the opportunity to give an automatically feedback to participants. Open-ended questions are a good option to see how participants express themselves eventhough it demand to e-tutors more time of correction.

When you evaluate a document do not forget the positive! Make it a habit!

Task Analysis

Task analysis helps to define the content of the learning course focused on work, which aims to develop or strengthen professional skills.

What is a task analysis?

The definition of the analysis of the task varies between the different contexts. In the context of instructional design, task analysis is a detailed analysis of the actions and decisions a person takes to carry out a professional task (ex. a well-defined unit of work). This analysis includes the identification of the necessary knowledge and skills to facilitate these actions and decisions.

Identify the learning content through the task analysis enables designers to:

>> Create a work-based training course;

>> Focus attention on skills;

>> Create scenarios based on actual cases that establish realistic work settings.

As a result, learners can better integrate the new knowledge into their daily practice.
Tasks analysis have 4 principal steps

- **Step 1: Identification of tasks**
  Identify and describe the tasks that learners need to learn or improve to achieve the objective of the course.

<table>
<thead>
<tr>
<th>For example:</th>
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<tbody>
<tr>
<td>Objective of the Learning Outcomes Unit (LOU): Promote ICT projects with public and partner</td>
</tr>
<tr>
<td>Realizing tasks to:</td>
</tr>
<tr>
<td>1.1. Develop multimedia center activities based on the missions and values of the center</td>
</tr>
<tr>
<td>1.2. Contribute to the visibility of the media center</td>
</tr>
</tbody>
</table>

- **Step 2: Classification Task**
  There are two sorts of tasks:

  >> Procedure (Tasks performed by executing an ordered sequence steps, ex. "Create a table in Microsoft Word") or

  >> Principled (Tasks requiring assessments and decisions made based on the situations and conditions that change each time, as "a conference").

- **Step 3: Tasks Division**
  Divide tasks:

  >> Step (for procedure-type tasks) or

  >> Guidelines to be applied to perform the tasks (for tasks based on principles).

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<tbody>
<tr>
<td>Realizing tasks to:</td>
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<tr>
<td>Develop multimedia center activities based on the missions and values of the center</td>
</tr>
<tr>
<td>Guidelines:</td>
</tr>
<tr>
<td>Identify the different types of activities that can be performed in a media center</td>
</tr>
<tr>
<td>Know the principles of partnership development</td>
</tr>
<tr>
<td>Understanding the different types of missions and values which govern a multimedia center</td>
</tr>
<tr>
<td>Set a goal tree</td>
</tr>
</tbody>
</table>

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1 **LOU**: A set of knowledge, skills, and/or competences which constitute a coherent part of a qualification. A unit can be the smallest part of a qualification that can be assessed, transferred, validated and, possibly, certified. A unit can be specific to a single qualification or common to several qualifications. **Comment**: the characteristics of units (content, size, total number of units composing a qualification, etc.) are defined by the competent body responsible for the qualification at the appropriate level. The definition and description of units can vary according to the qualifications system and the procedures of the competent body. However, the ECVET system proposes to provide for every unit: the generic title of the unit; the knowledge, skills and competence which are contained in a unit; the criteria for assessment of the corresponding Learning outcomes. **Source**: European Commission, 2006c.
• **Step 4: Identification of necessary knowledge and skills**

Identify the knowledge and skills necessary to perform these steps or apply these guidelines in the most efficient manner.

---

**For example**

**Knowledge and skills:**

1.1. A1. Identify needs in terms of visibility and promotion of the media center and the local community of users; understand the missions and values of the media center.

1.1. A2. Identify the actions to the objectives of the organization.

1.1. A3. Set in team projects and objectives appropriate to the goals and values of the organization. (Instead of defining a strategic approach)

1.1 A4. Develop synergies in the multimedia center of the community.

1.1 A5. Identify and implement innovations and development opportunities.

1.1. A6. Participate in synergy projects with other partners.

---

Define the learning objectives by observing the tasks and content items identified in the analysis of tasks and issues, makes possible to translate the general objective of the current more specific learning objectives.

Learning objectives define the expected outcomes of each module.

**For example:** Will the learners be able to memorize the steps of a procedure or will the learners be really able to accomplish it?

---

**Online assessment VS traditional assessment**

The assessment in an online environment differs from the assessment in the traditional classroom as regards the time and the space.

**Time:** Participants can exchange information and take the test whenever they want to Monday on Sunday, in the afternoon or morning depending on their references. This could also be a problem for the participants who cannot easily manage their time by themselves since the tutor is not in a classroom collecting the paper at the end of the exam. The e-tutors send automatically the due dates and instructions via the Bulletin board!

**Space:** Geography is not an issue, participants can work outside classroom. Participants in rural areas and in cities have the same opportunities to participate in the courses and there are no limits on opportunities due to proximity to the formation center.
The online assessments can be disturbed by the technological challenges like a bad Internet connection, LMS issues, or time out issues. The e-tutor is responsible of the smooth running of the platform.

**Type of Assignments**

There are different types of assignments that we can use in an online course:

- Low Stakes Items (ex. multiple choice)
- High Stakes Items (ex. open-ended questions)
- Final (ex. artifact/project)

When we organize the assessments of the course, we should take under consideration the total points and weight the percent of each assessment. The e-tutor should take under consideration that the higher points and percent's equals what is perceived to be most important in the eyes of a participant. The same applies in the low stakes items which means that they must be meaningful enough to not be passed over since the participants can see what they can skip and where to put emphasis. So caution must be taken for the participants not to skip some important features of the lesson.

A good practice of assessing your participants’ performance is to:

- Distribute points evenly throughout the module
- Create evaluation where multiple learning modalities are represented
- Balance low stakes and high stakes assessments

Tips: Prepare for tech issues and learning curve and do not overload participants at any time in the module.
VI. Steps to create a e-module

In this last chapter we will see how to create a e-module step by step.

What is a learning objective?

A learning objective is a statement describing a skill or ability that the student must acquire. Objectives should be specified for the module and for each module’s activity.

In what order the learning objectives should they be presented?

One of the methods used to set the current sequence is the prerequisite method. This method is based on a hierarchy of learning objectives that the skills that seem to be a prerequisite for all other skills are taught first.

It is possible to create a hierarchy of learning objectives using the results of analyzes of tasks and topics. The objective of learning "Building a logical message and convincing" is at a higher level than "explain the concepts of relevance and feasibility" which is a prerequisite for being able to build a logical and compelling message.

Other sequencing methods

There are several other methods that can be used to organize and order content. It is also possible to combine different methods to design the best possible structure for your course. Here are some of them:

>> As part of a course focused on professional tasks, the content can be organized to follow the sequence of actions in the real working environment. This is the principle of work context.

>> As part of a course not directly focused on professional tasks, concepts can be organized according to their structural connections, for example:

>> Describing the characteristics of a class before describing members;

>> By first providing examples and definitions;

>> Starting with simple or concrete information and continuing with abstract and complex concepts.

>> If learners profiles (p. Ex. The general characteristics, the job profile, training) are known, the concepts that are most familiar to learners may be presented before those who are furthest from their experience or their jurisdiction.

>> The program may start with a general overview, then focus on specific topics and then return to a general conclusion; it is the principle of the zoom.

>> The program can return to the basic ideas, relying repeatedly on them until fully understands the learner; it is the principle spiral curriculum.
For example, in the ECVET 4 e-inclusion project (Project ERASMUS+ 2015-2017), the result of the sequencing is a structure of modules where each element correspond to a specific learning objective and contributes to the achievement of the General objective of the Learning Outcomes Unit (LOU) define in the Training profile of the e-facilitator ².

Each LOU is composed of Module(s) and each Module is composed by UNIT(s). To raise the subobjectives of the UNIT we have to create lessons in a progressive and pedagogical way.

Here is the structure of the 5 Modules based on 3 LOU of the e-facilitator training profile created in the project ERASMUS+ “ECVET 4 e-inclusion”:

² http://ecvet4einclusion.eu/deliverables/
LOU 2:
Welcoming the public and facilitating activities relating to the use of ICT for different target audiences, in accordance with the objectives of the institution.
LOU 3: Providing ongoing management of a multimedia centre

Module 1: Providing ongoing management of a multimedia centre.

UNIT 1: Filling out administrative documents
Lessons who are organized in a progressive pedagogical way

UNIT 2: Remaining within the allotted budget
Lessons

UNIT 3: Managing the IT equipment.
Lessons

UNIT 4: Reporting
Lessons

UNIT 5: Work organisation
Lessons

UNIT 5: Work organisation
Lessons

UNIT 5: Work organisation
Lessons

UNIT 5: Work organisation
Lessons

UNIT 5: Work organisation
Lessons

UNIT 5: Work organisation
Lessons

UNIT 5: Work organisation
Lessons
To help authors to formulate and develop the learning content, the course outline provides details and tips for each lesson as follows:

**Formative Module Plan:**

**Example for the LOU2 : M2 :** Introducing the public to the use of ICT: “Learning the basic skills of an e-facilitator”

<table>
<thead>
<tr>
<th>Units</th>
<th>Objectives</th>
<th>Materials, readings and resources</th>
<th>Activities and tasks</th>
<th>Estimated Time</th>
</tr>
</thead>
</table>
| Entry Unit           | • To know the main general and specific objectives of the module  
                        • To introduce yourself to the tutor and to the rest of students  
                        • To learn how to get around Moodle                                                                                          | • Welcome and Presentation  
                        • Who is the course meant for?  
                        • Contents of the module  
                        • Organisation of the module and methodology  
                        • Technical requirements  
                        • License of the Module  
                        • Module plan  
                        • Bulletin board                                                                                                               | • Presentation forum                                                                                                 | 1 hour         |
| **Unit 1**           | **Digital inclusion in the area of information technology**  
                        • Promote the positive use of ICT  
                        • Learn about Internet, social networks and communities                                                                 | • Information society  
                        • Knowledge society  
                        • Digital inclusion  
                        • The network spirit  
                        • The potencial 2.0  
                        • Social Networks using Web 2.0  
                        • Telecenters as promoters of the positive use of ICT                                                                 | • Forum  
                        • Activity 1  
                        • Activity 2  
                        • Self-evaluation questionnaire                                                                                                 | 5 hours         |
| **Unit 2**           | **Ecosystem of**  
                        • Understand the role of a telecenter  
                        • Understand the role of the e-facilitator                                                                                   | • Knowing the telecenter  
                        • The role of the e-facilitator  
                        • The audience of a telecenter and                                                                                          | • Activity  
                        • Forum  
                        • Self-evaluation questionnaire                                                                                                 | 8 hours         |
<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Introducing the public to the first level of multimedia tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To master teaching techniques</td>
<td></td>
</tr>
<tr>
<td>• To make knowledge more accessible to the target</td>
<td></td>
</tr>
<tr>
<td>• To develop the autonomy of e-facilitator</td>
<td></td>
</tr>
<tr>
<td>• Formalise the competences which have to be transferred</td>
<td></td>
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<tr>
<td>• Define the process of transferring competences</td>
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<tr>
<td>• Multimedia tools</td>
<td></td>
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<tr>
<td>• Additional resources</td>
<td></td>
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<tr>
<td>• Activity 1: Transferable skills</td>
<td></td>
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<tr>
<td>• Activity 2: Competences Test – Holland Code</td>
<td></td>
</tr>
<tr>
<td>• Self-evaluation questionnaire</td>
<td></td>
</tr>
<tr>
<td>5 hours</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Communication for effective e-facilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To know the communication process</td>
<td></td>
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<tr>
<td>• To master face-to-face communication</td>
<td></td>
</tr>
<tr>
<td>• Master online communication</td>
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<tr>
<td>• Forming, helping, and supporting relationships</td>
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<tr>
<td>• Comunication process</td>
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<tr>
<td>• Face to face communication</td>
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<tr>
<td>• Master verbal communication techniques</td>
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<tr>
<td>• Managing conflict</td>
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<tr>
<td>• Online communication</td>
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<tr>
<td>• Additional resources</td>
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<tr>
<td>• Activities to improve Basic Interpersonal Communication Skills</td>
<td></td>
</tr>
<tr>
<td>• Managing the conflict</td>
<td></td>
</tr>
<tr>
<td>• Training for conflict resolution</td>
<td></td>
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<tr>
<td>• Self-evaluation questionnaire</td>
<td></td>
</tr>
<tr>
<td>5 hours</td>
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<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Good use of the Internet: the rules and safety</th>
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</thead>
<tbody>
<tr>
<td>• Knowledge of the basic legal rules governing the use of the internet and the communication of personal data</td>
<td></td>
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<tr>
<td>• Knowledge of the digital freedoms of individuals and representative bodies</td>
<td></td>
</tr>
<tr>
<td>• Knowledge of the basic rules of online civility and the principal</td>
<td></td>
</tr>
<tr>
<td>• Digital rights</td>
<td></td>
</tr>
<tr>
<td>• Internet: Rules and “safe web”. Cybersecurity in EU, cyberbullying</td>
<td></td>
</tr>
<tr>
<td>• The rules of Internet</td>
<td></td>
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<tr>
<td>• Digital identity and online reputation</td>
<td></td>
</tr>
<tr>
<td>• Social media: rules and terms of utilization</td>
<td></td>
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<tr>
<td>• Software Licenses</td>
<td></td>
</tr>
<tr>
<td>• Activity 1: Analysis of specific right</td>
<td></td>
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<tr>
<td>• Forum: Preventing bullying or discrimination on internet</td>
<td></td>
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<tr>
<td>• Activity 2: organize a course with free software</td>
<td></td>
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<tr>
<td>• Activity 3: Find materials with a specific license of utilization</td>
<td></td>
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<tr>
<td>5 hours</td>
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</tbody>
</table>
| Phenomena of internet abuse and the good habits to adopt to combat them  
| - Confidentiality policies of the main social media  
| - Knowledge of software models: free vs paid | 1 hour | 1 heure |
| **Closing unit**  
**Formative Module Evaluation** | - To close the course  
- To finish the pending tasks  
- To do formal and informal assessments | - Exam  
- Assessment questionnaire  
- Forum | - Final examination of knowledge assessment  
- Final assessment questionnaire for the Module  
- Forum of calculation and closing of the Module |
In summary:

>> Develop a clear statement of the e-learning module goal.

>> More designers have relevant information on learners (Ex., Job profiles, background knowledge, learning context), the more likely to develop an effective course is great.

>> When a course is focused on professional tasks, task analysis is a good way to identify the required content. If the course is not directly focused on professional tasks, an analysis of the topics should be conducted to clarify the relationships between concepts.

>> Defining learning objectives helps clarify expectations regarding learners's results.

>> The learning objectives and relevant themes are then organized in a logic structure using various methods of sequencing.
Once you have finished the organization of your lesson as mentioned in the chapter VI and before you start your course, you need to put online and communicate to your students the syllabus (an outline and summary) of the lesson. You can see above an example of the important elements that you need to add in your syllabus. You can complete the three colons and then communicate to your students the two first ones after adapting them to your Moodle environment.

**Syllabus Outline for an Online Unit of Instruction**

<table>
<thead>
<tr>
<th>EXAMPLE of a Template with fictiv element</th>
<th>Self-Check</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Information:</strong></td>
<td>Welcome to our online class! This class concerns the Module 1: “Promoting ICT projects to the public and partner and is taught entirely online.......”</td>
</tr>
</tbody>
</table>
| **Expected Student Audience** | *Necessary prerequisites to access to the module.*
*For example :*
- Master the language
- Know the essential bases of excel | Is the expected student audience described? |
| **Teacher Communication** | *You can share opinions and questions on the course through the Forum.*

*For private questions, you can contact your e-tutor through internal messaging system.* | Did you provide at least two forms of communication are included in the syllabus? |
| **Course Description (Module Learning Objectives)** | At the end of this module the learner will be able to:

- Identify the different types of activities that can be performed in a media center
- Know the principles of partnership development
- Understand the different types of mission and values which govern a multimedia center
- Set a goal tree | Does this clearly identify the broad goals or topics to be covered? Does it outline the general topics, concepts and skills to be covered? |
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>The students will be able to identify the needs of a multimedia center and of the local user community in terms of visibility and promotion. They will be able to understand the mission and values of the multimedia center. They will be able to identify his or her actions in relation to the objectives of the organization.</th>
<th>Are these measurable and/or observable? Do they describe what students must know and be able to do? Do they involve some cognitive challenge and active learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics by Week</td>
<td>Week 1: Understand the concept of the telecenter/ICT center, its type and functions Week 2: learn the concepts of digital literacy and digital divide and how you can apply these general terms to the local reality of your telecenter. Week 3: Define what a telecenter and its mission are and clarify other key concepts of your work, such as digital inclusion and facilitation. Week 4: Reflecting on the figure of telecentre/ICT centres facilitator as a key element of the future of the telecentre/ICT centres.</td>
<td>Did you list the topics to be covered each week?</td>
</tr>
</tbody>
</table>
| Expectations of Student Participation | *Example:*  
*Students are expected to:*  
- Write one journal entry each week on their blog.  
- Write at least one original response to all discussion forum questions posed by your e-tutor and reply to at least 3 peers’ original posts.  
- Complete exercises independently unless otherwise recommended by your e-tutor  
- Upload all assignments on time as required by the course calendar.  
- Join synchronous class sessions. | Did you outline class participation with descriptions of how it is measured (expectations for discussion forums, number and frequency of logins, amount of time in online class, group project participation, synchronous sessions, etc.)? |
| Student Communication Expectations | Example:  
Always use kind words.  
Succinctly summarizes your thoughts.  
Uses accepted standard (e.g., capitalization, punctuation and spelling).  
Reply to messages from your classmates and e-tutor  
Listen, raise virtual hand and be kind. | Did you describe the expectations for student behavior when communicating online? |
<table>
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</thead>
<tbody>
<tr>
<td>Late Work Policy</td>
<td>The work of students who do not submit assignments on time, risks not to be evaluated. Late work will only be accepted when discussed with the e-tutor.</td>
<td>Did you explain the consequences for not submitting assignments on time?</td>
</tr>
</tbody>
</table>
| Grading Policy                    | Example:  
Assignments include blog posts, video reflections, exercises, quizzes, tests and discussion forums. All assignments have equal weighting and worth 20 points. Grades are posted every Friday.  
The cumulative grading scale for ECVET4e-inclusion is:  
19-20 A  
17-18 B  
15-16 C  
14 and lower will require intervention | Is a grading policy defined with point distribution or weighting scheme? Is the grading scale is included? |
| Assessments                       | Example:  
Each week there will be a final test that matches the learning objectives for the week. Students will also be required to engage in discussion forums. Two discussion forums per week is the minimum required. Students will also complete a weekly blog addressing the new concepts they learned, to build their own digital portfolio. Finally, during the videos there will be small quizzes concerning the materiel taught in the videos of the week.  
Unit test: combination computer-graded and teacher-graded  
Discussion Forums: discussion forum checklist  
Blog Post: Portfolio rubric  
Quizzes: automatically graded with answer key | Area a variety of assessment types included? Is at least one assessment requiring either applying, analyzing, evaluating, or creating? |
<table>
<thead>
<tr>
<th>Academic Honesty</th>
<th>Students are expected to complete their work independently unless otherwise noted. If a student requires extra help, please contact the e-tutor. This will help her identify where she needs to provide better instruction to help students be more independent.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consequences for cheating and/or plagiarism may include:</td>
</tr>
<tr>
<td></td>
<td>• Warning</td>
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<td></td>
<td>• Academic penalty such as not grading an assignment</td>
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<td></td>
<td>• Failure of course</td>
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<tr>
<td></td>
<td>Do conduct and academic honesty requirements clearly explain the policy on cheating and plagiarism. Are consequences for inappropriate behavior included?</td>
</tr>
<tr>
<td>Student Right to Privacy</td>
<td>Example</td>
</tr>
<tr>
<td></td>
<td>At ECVET4e-inclusion we follow the rules for student privacy as outline in the Family Educational Rights and Privacy Act (FERPA), which can be found at <a href="http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html">http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html</a></td>
</tr>
<tr>
<td></td>
<td>Students have the right to inspect and review the student’s education records maintained in the site of ECVET4e-inclusion.</td>
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<tr>
<td></td>
<td>Students have the right to request a review of the record, which they believe to be inaccurate or misleading. ECVET4e-inclusion may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.</td>
</tr>
<tr>
<td></td>
<td>If you have questions about student privacy rights, please contact the e-tutor or the principal.</td>
</tr>
<tr>
<td>Technology requirements</td>
<td>Example:</td>
</tr>
<tr>
<td></td>
<td>Students must have the following tools to participate effectively in class:</td>
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<tr>
<td></td>
<td>1. Internet connected computer</td>
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<td></td>
<td>2. Web-cam</td>
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<td></td>
<td>3. An account for Moodle LMS</td>
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<td></td>
<td>4. Keyboard and mouse.</td>
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<td></td>
<td>If you have a technical problem contact your e-tutor.</td>
</tr>
<tr>
<td></td>
<td>Do the technology requirements outline technical specifications for student computers? Did you describe the procedures to follow when technical problems occur?</td>
</tr>
<tr>
<td>Copyright Statement</td>
<td>Example:</td>
</tr>
<tr>
<td>---------------------</td>
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<tr>
<td></td>
<td><em>This course is managed by an e-tutor; however, ECVET4e-inclusion owns all content with the exception of the Arnos textbook and digital resources, which are owned by Arnos Online Education. Course and course materials are not to be copied, edited, or redistributed for any purpose. If you have questions regarding materials please ask your e-tutor.</em></td>
</tr>
</tbody>
</table>

*Document by Lokey-Vega*
VII. Bibliography

Advanced Instructional Strategies in the Virtual Classroom, Chris Long, University of California, Irvine, COURSERA


Carbajal, C. (2014). Foundations of Virtual Instruction, University of California, Irvine, COURSERA


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