



Erasmus+ project: Continuing professional development in digital education for VET

Digital Training Delivery in Vocational Education and Training

# Training modules

2023



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Continuing Professional Development (CPD) training program:  
Digital Training Delivery in Vocational Education and Training.

Entire training program is available at: <https://www.covet-project.eu/>

# Module 1: Competences of the VET Teacher

## Unit 1.1: Understanding Competence and Digital Competences



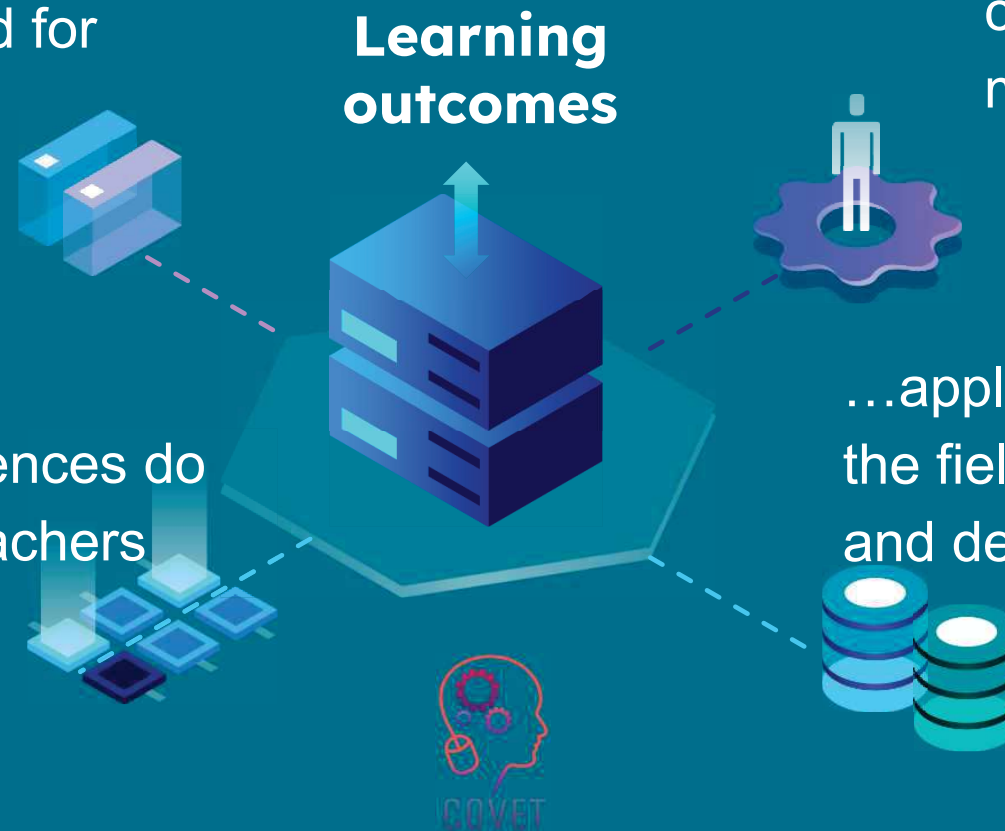
# At the end of this Unit you will be able to:

... understand the meaning of competency in and for VETs.

...use the concept of competency in a true manner.

...know what competences do modern vocational teachers need.

...apply the competencies in to the field to effectively prepare and develop VET teachers.





The second part represents a delving into the issue that collects suggestions, ideas, and more details to explore.



The third part is a collection of videos, testimonials, written documents, cartoons, etc. to explore the focused issue surfing the Internet.

## Each Unit is composed of 4 parts



The first part lets you to focus on the issue by an analysis of the Unit key words and by an expositive short text.



The fourth part is a testing section through which you can test yourself and reflect on what you learnt.



# Content of the Unit

- Introduction
- The need for skilled teachers in VET
- The meaning of competency and competence
- Different definitions of competency
- Digital Competencies



# Introduction

The acceleration of globalization, the increase in the use of communication technologies and the production of information, the realization and maintenance of development depending on the global economy in the twenty-first century, increasing the level of welfare, the necessity for highlighting cultural values require having a manpower equipped with new knowledge and skills, self-confident and respectful to different cultures.

Individuals with these characteristics are only possible through education systems. In today's information societies, it is necessary to use all kinds of tools that will provide access to information in the teaching environment and realize the use, production and dissemination of information.

It is essential to raise individuals of the new century, equipped with different skills, who will provide these competencies. Therefore, it is very important to focus on teachers, especially in vocational education and training.



# Why we need skilled teachers in VET ?

VET should be delivered by highly qualified teachers and experienced trainers who are supported through initial and continuing professional development (including digital skills and innovative teaching methods) in view of delivering high quality learning outcomes.

Efforts should be targeted at increasing the attractiveness of teachers and trainers' professions to ensure a sufficient number of qualified teachers and trainers.

Today, educational activities of teachers exceed the implementation of syllabi and acquire features of educational multi-functionality.

It covers several competences such as the participation in the realization of strategic objectives in education; the ability to update the content of professional education; the establishment of inter-sectoral communication; the management of educational projects; the development of integrated models for professional training based on a combination of traditional methods and modern pedagogical technologies in the educational process.



“

VET systems need to be better adaptable to the rapidly evolving socio-economic environment, more demand-driven and open in terms of forms of provision, notably through internationalization strategies, more transnational mobility experience, new forms of digital learning, blended learning, modules for re- an up-skilling that are offered and diversity of providers.

Opinion of the Advisory Committee on Vocational Training, 2018





Teachers are central to vocational education and training (VET). Often referred to as a “dual profession”, VET teachers require both pedagogical and industry knowledge to prepare young people and adults for the labour market.

As institutional leaders in VET, they play many important roles, from developing and supporting students to engaging multiple stakeholders and improving the quality of VET through the allocation of resources and provision of instructional guidance.



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# The Meaning of Competency and Competence

The European Reference Framework of Key Competences for Lifelong Learning (European Union, 2007) described “competence” as the required knowledge but also skills, attitudes and the ability to apply learning outcomes as is appropriate to the context (e.g., working life) (Cedefop, 2014).

The concept of competence is separated, by paradigmatic difference, from the concept of competency, while competency refers to the potential of an individual as a whole (Mäkinen & Annala, 2010).

The main difference between competence and competency is that the former is based on the skill while the latter refers to the behavior of an individual. The two words also differ in the ways to attain them, their means of assessment, their components, etc.

Competence focuses on skill sets, including leadership, time management, communication, and interpersonal skills, etc.

Competency has its focus slightly tilted towards the behavioral qualities of an individual, for instance, honesty, integrity, discipline, so on and so forth.



# Comparison of competency and competence



Parameters of Comparison	Competence	Competency
<b>Definition</b>	It refers to the capability of an individual to carry out a particular task.	It focuses on the performance that an individual showcases in having completed a particular task.
<b>Basis</b>	It is skill-based.	It is behaviour-based.
<b>Usage</b>	Competence can be used in casual as well as formal situations.	Competency is mostly used in professional jargon.
<b>Assessment</b>	It assesses the standard of performance that a person shows.	It assesses the behaviour and way in which the standard has been achieved by a person.
<b>Characteristics</b>	Its characteristics include skills like communication, leadership, etc., and knowledge.	Its characteristics include a person's behavioural attributes like confidence, determination, honesty, etc.



Teaching competency is an inherent element of an effective training process, one that aspires to contribute to the welfare of a particular country or the world itself. The central figures in the educational process are teachers. The success of training and education depends on their preparation, erudition and performance quality.





The competency of a teacher is more than just knowledge and skills; it involves the ability to meet complex demands by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context.

Competency is essential to an educator's pursuit of excellence. Teachers need a wide range of competencies in order to face the complex challenges of today's world. Digital competence is one of them.



# What Are Digital Competences?



In 2006 the European Parliament and the Council (2006) published a recommendation identifying eight Key Competences for Lifelong Learning:

- Communication in the Mother Tongue;
- Communication in Foreign Languages;
- Mathematical Competence and Basic Competences in Science and Technology;
- Digital Competence;
- Learning to Learn;
- Social and Civic Competences;
- Entrepreneurship; and Cultural Awareness and Expression.

Four years afterwards, the value of this recommendation is recognised in the Europe 2020 Strategy (European Commission, 2010b). The 2006 recommendation already points to Digital Competence as a fundamental basic skill.

The concept of digital competence has emerged concurrently with technological development and as society has recognized the need for new competences.

Development of technologies enables and constantly creates new activities and goals, and the importance of digital competence is therefore constantly changing and must always be seen in relation to the current technology and its application.

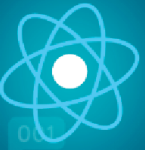
“

Digital Competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.”

European Parliament and the Council, 2006



# The Facts of Digital Competences and VET



The landscape of teaching and learning in VET is changing, as are the skills the labour market needs, reinforcing the need for VET teachers to keep abreast of new pedagogical approaches and classroom technology and keep up to date with the realities of the workplace. For example, increasing demand for basic, digital and soft skills in the labour market means VET teachers need to equip themselves with these skills and teach them to their students.

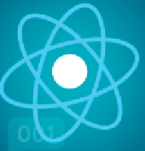
Briefly, the learning paradigm is increasingly changing under the influence of Information and Communication Technologies (ICT). The question of how to properly use ICT in teaching practice remains challenging a challenge for existing teachers, but also a challenge for future professionals whose professional development starts at the university. Adequate digital education is at the core of vocational training and life long learning. Digital competences are an essential element of the European Competence Reference Framework and one of the eight competences needed to improve personal development, active citizenship, social inclusion and employability (Tsankov and Damyanov, 2019).





Professional teachers' competence in digital pedagogy is seen as a combination of professional, substantial, pedagogical and technological expertise (Attwell, & Gerrard, 2019).


# The Facts of Digital Competences and VET




As the teaching professions face rapidly changing demands, educators require an increasingly broad and more sophisticated set of competences than before. In particular the ubiquity of digital devices and the duty to help students become digitally competent requires educators to develop their own digital competence (Punie, 2017).





# Do you know this?

 Digitalisation, automation, the transition to a low-carbon economy and the COVID-19 pandemic are having a major impact on the skills needed in the labour market, and therefore also on the skills that need to be formed through VET.

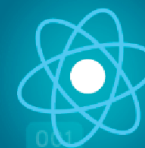
 Development of digital competences should be regarded as a continuation from instrumental skills towards more productive, communicative, critical and strategic competences.



 As VET programmes need to evolve in order to adapt to changing skill needs, VET teachers must not only update their knowledge and practice, but also exploit new approaches to teaching, such as the use of virtual/augmented reality (VR/AR). This process has been accelerated by the COVID-19 pandemic, which has partially shifted VET towards remote learning to ensure the continuity of training.

 High Consumption of technology as such should not be regarded as proof of digital competence (Van Deursen, 2010).

# Digital Competence has Four Main Areas



## Information

*Ability to identify, locate, retrieve, store, organise and analyse digital information and evaluate relevance and purpose*

## Communication

*Ability to communicate, collaborate, interact with and participate in virtual teams and networks as well as make use of appropriate media, tone and behavior.*

## Production

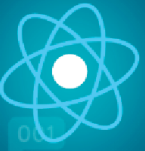
*Ability to create, configure, and edit digital content, solve digital problems and explore new ways to take advantage of technology.*

## Safety

*Ability to use digital technology safely and sustainably in relation to data, identity and work injuries and to pay attention to legal consequences, rights and duties.*

Source: Skov, 2016.

# Digital Competence Consists of Several Learning Domains for VET Teachers



## Knowledge

Productive knowledge includes, the awareness of new technologies and how they can usefully support an existing workflow process.

Communicative knowledge includes, theories on media effects or the knowledge of a range of digital collaboration tools.

Informative knowledge includes, the knowledge of relevant search engines, self-service solutions, storage possibilities and strategies for assessing the validity of the information.

## Skills

Productive skills are, for example, the ability to use a variety of applications to create or edit multimedia of various kinds.

Communicative skills are, for example, the use of methodologies, strategies and applications to solve communicative tasks.

Informative skills are, for example, the use of logins, finding sources for an assignment, or converting a file to another format.

## Attitudes

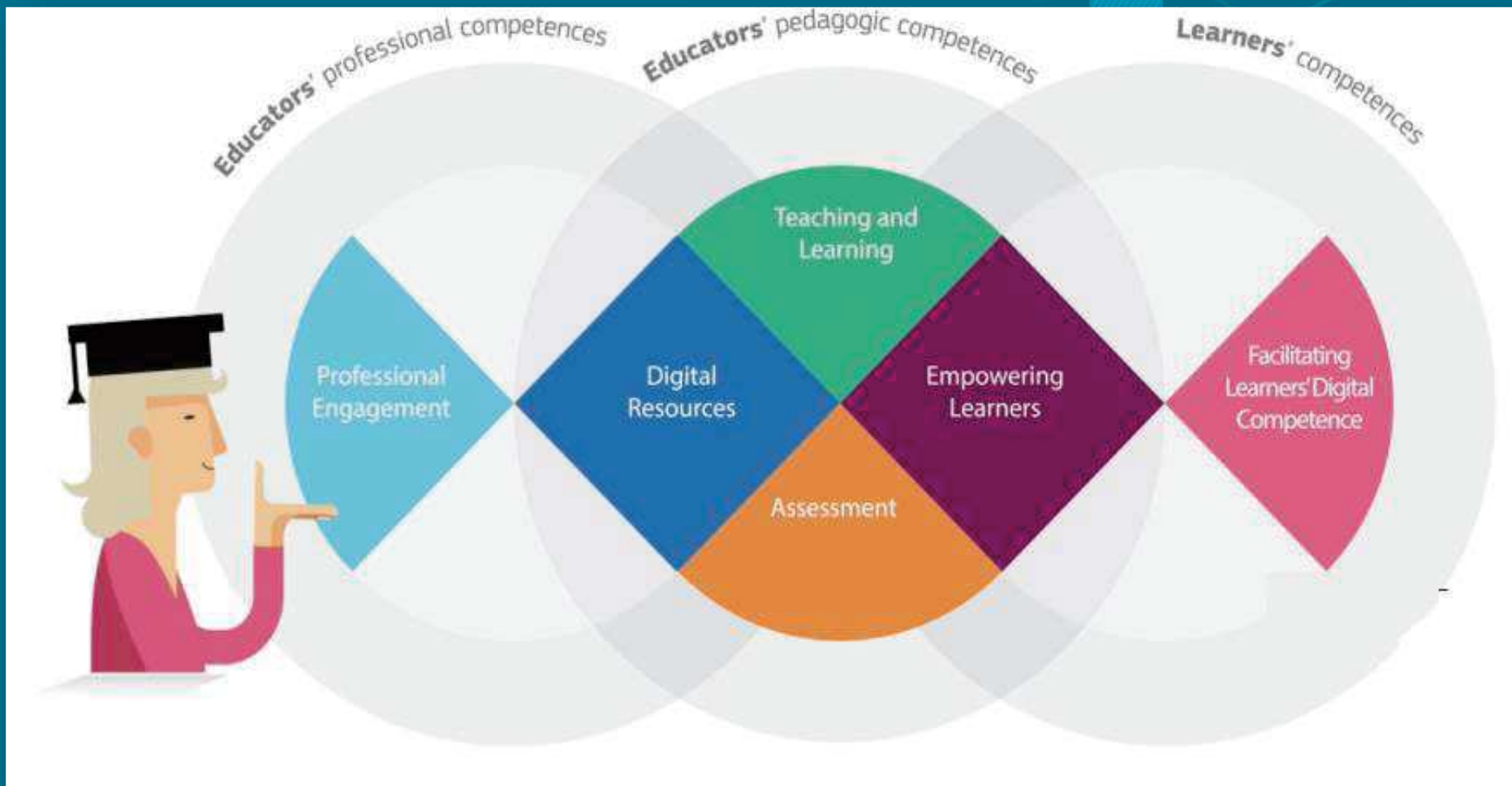
Attitudes towards digital production can, include ethical considerations in relation to what should be produced and shared.

Attitudes toward communication can, be whether you find value and meaning by talking to others via media. Or, if you are very careful with formulations so that they are not misunderstood by the recipient.

Attitudes towards information can, be a proactive, analytical or critical position on finding and storing digital information.

Source: Skov, 2016.

# Digital Competence of Educators (DigCompEdu)



# Digital Competence of Educators (DigCompEdu)

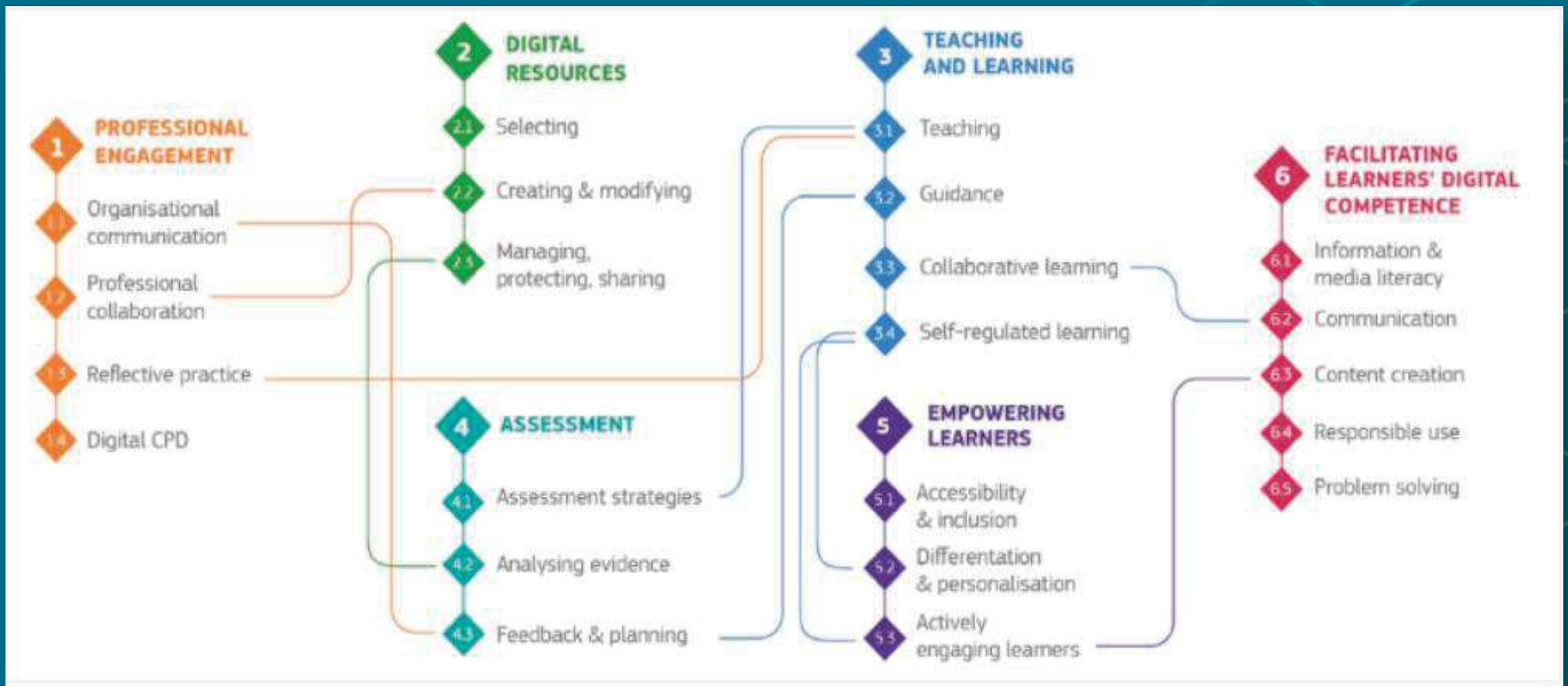
The European Framework for the Digital Competence of Educators (DigCompEdu) is a scientifically sound framework describing what it means for educators to be digitally competent. It provides a general reference frame to support the development of educator-specific digital competences in Europe (Redecker, 2017).

DigCompEdu is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational education and training, special needs education, and non-formal learning contexts (Redecker, 2017).

[Watch this short audiovisual.](#)



**DigCompEdu** is a digital competence model with 6 differentiated competence areas as indicated by below figure. Each area has a series of competencies that “teachers must have in order to promote effective, inclusive and innovative learning strategies, using digital tools” (Redecker y Punie, 2017, p. 4).





# Interesting sources



As VET programmes need to evolve in order to adapt to changing skill needs, VET teachers must not only update their knowledge and practice, but also exploit new approaches to teaching, such as the use of virtual/augmented reality (VR/AR). [Read this report for more details.](#)



VET-TEDD is an Erasmus Plus funded project providing free to use & accessible resources that support the development of digital competences in Vocational Education Teachers. [This short video explains the project and its outputs.](#)



What can project-based learning and '20% time' do for your classroom? Esther Wojcicki is an American journalist, author, educator, and vice chair of the Creative Commons board of directors. In this interview she shares her views about digital revolution in the classroom. The interview is subtitled in 23 languages. [Digital revolution in the classroom - Education Talks](#)



# References

- Attwell, G., & Gerrard, A. (2019). The training and professional development of teachers in use of digital technologies in vocational education and training. In B. E. Stalder & C. Nägele (Eds.), Trends in vocational education and training research, Vol. II. Proceedings of the European Conference on Educational Research (ECER), Vocational Education and Training Network (VETNET) (pp. 38–44). <https://doi.org/10.5281/zenodo.3371247>
- Punie, Y. (2017). editor(s), Redecker, C., European Framework for the Digital Competence of Educators: DigCompEdu , EUR 28775 EN, Publications Office of the European Union, Luxembourg, 2017, ISBN 978-92-79-73718-3 (print),978-92-79-73494-6 (pdf), doi:10.2760/178382 (print),10.2760/159770 (online), JRC107466.
- Redecker, C. (2017). European Framework for the Digital Competence of Educators: DigCompEdu. Punie, Y. (ed). EUR 28775 EN. Publications Office of the European Union, Luxembourg, 2017, ISBN 978-92-79-73494-6, doi:10.2760/159770, JRC107466
- Skov A. (2016). What is Digital Competence? Center for Digital Dannelselse. Published online March 2016, Available at <https://digital-competence.eu/dc/front/what-is-digital-competence/>
- Tsankov, N., & Damyanov, I. (2019). *The Digital Competence of Future Teachers: Self-Assessment in the Context of their Development. International Journal of Interactive Mobile Technologies, 13(12).*

# Test yourself

## Question 1:

“VET should be delivered by highly qualified teachers and experienced trainers who are supported through initial and continuing professional development (including digital skills and innovative teaching methods) in view of delivering high quality learning outcomes.”

a. True

b. False

## Question 2:

“Competence and Competency are the exactly same concepts.”

a. True

b. False

# Test yourself

## Question 3:

*“..... refers to the capability of an individual to carry out a particular task.”*

- a. Competence**
- b. Competency

## Question 4:

*“It assesses the behaviour and way in which the standard has been achieved by a person.”*

- a. Competence
- b. Competency**

# Test yourself

## Question 5:

“Teaching competency is an inherent element of an effective training process, one that aspires to contribute to the welfare of a particular country or the world itself.”

**a. True**

b. False

## Question 6:

“The central figures in the educational process are online tools”

a. True

**b. False**

# Test yourself

## Question 7:

“Teachers need a wide range of competencies in order to face the complex challenges of today’s world. Digital competence is one of them.”

**a. True**

b. False

## Question 8:

“The concept of digital competence has emerged concurrently with agricultural revaluation and as society has recognized the need for new competences.”

a. True

**b. False**

# Test yourself

## Question 9:

“Professional teachers’ competence in digital pedagogy is seen as a combination of professional, substantial, pedagogical and technological expertise”

**a. True**

b. False

## Question 10:

“As VET programmes need to evolve in order to adapt to changing skill needs, VET teachers must only update their knowledge and practice.”

a. True

**b. False**

# Summary – key take-aways

- VET should be delivered by highly qualified teachers and experienced trainers
- Today, educational activities of teachers exceed the implementation of syllabi and acquire features of educational multi-functionality.
- VET teachers require both pedagogical and industry knowledge to prepare young people and adults for the labour market.
- The main difference between competence and competency is that the former is based on the skill while the latter refers to the behavior of an individual.
- The competency of a teacher is more than just knowledge and skills; it involves the ability to meet complex demands by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context.





# Continuing professional development in digital education for VET

This training material is one of the outcomes of the Erasmus+ project: **“Continuing professional development in digital education for VET”** and it has been created to help teachers across Europe to address the challenging situation in online training delivery in VET.

The CPD program consist of three independent parts:

- Training modules
- Instruction set of sample online lessons
- Guide to the CPD training program

All project outputs have been produced by seven partners from seven European countries working together:

- ProEduca z.s., Czech Republic
- Archivio della Memoria, Italy
- Asociatia Pentru Sprijinirea Initiativelor Educationale, Romania
- Solution Based Training & Consultancy (SBTC), Turkey
- CEBEM FORMACIÓN PROFESIONAL SL (Daniel Castelao), Spain
- TUS Midwest, Ireland
- Northern Regional College, UK

All materials are available (downloadable) free of charge from the project web-page: <https://www.covet-project.eu/>





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Continuing Professional Development  
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# Continuing professional development in digital education for VET



## Module 1: Competences of the VET teacher Unit 1.2: Defining the role of the facilitator



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# Module 1: Competences of the VET teacher

## Unit 1.2: Defining the role of the facilitator



# At the end of this Unit you will be able to:

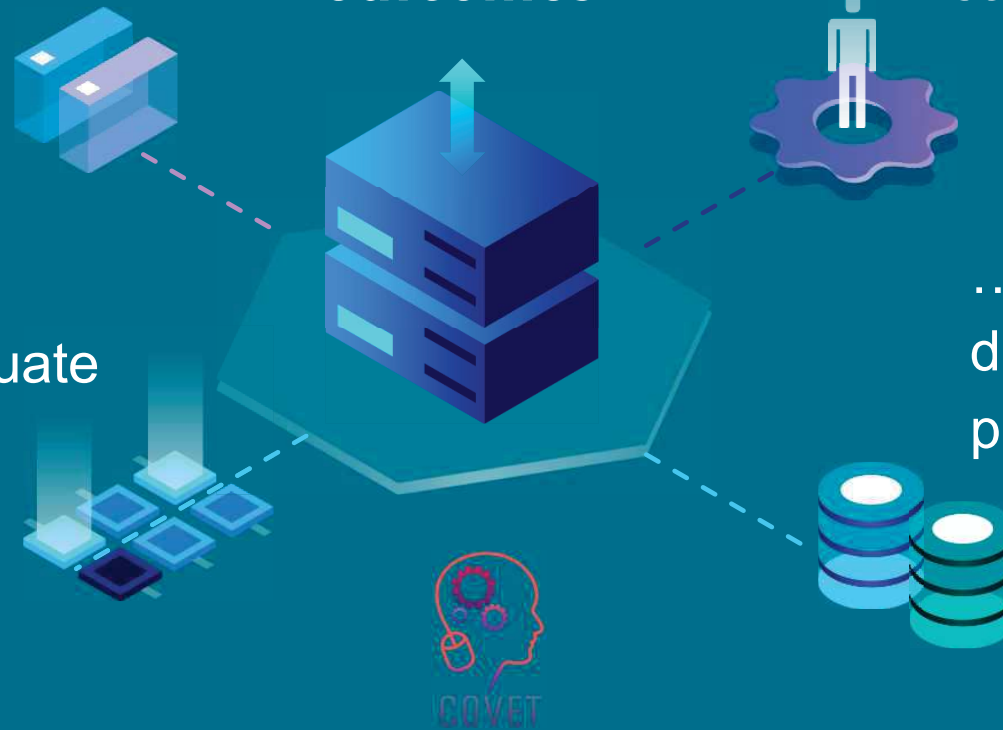
... understand the tasks and competencies of an online course instructor.

...use and organize the facilitation of an e-learning course.

## Learning outcomes

...know how to Evaluate your own facilitation skills.

...apply and visualize data about your own progress.





The second part represents a delving into the issue that collects suggestions, ideas, and more details to explore.



The third part is a collection of videos, testimonials, written documents, cartoons, etc. to explore the focused issue surfing the Internet.



The first part lets you to focus on the issue by an analysis of the Unit key words and by an expository short text.

## Each Unit is composed of 4 parts



The fourth part is a testing section through which you can test yourself and reflect on what you learnt.



# Content of the Unit

The aim of this unit is to enable participants to organize their own work as professional e-learning course providers and develop the ability to evaluate their own skills. It is also the unit in which we summarize the course.

This unit addresses:

- the responsibilities and competencies of an online course facilitator;
- the role of the facilitator in online learning;
- organization and facilitation of an e-learning course;
- evaluation of teachers own facilitation skills;
- visualize data about teachers own progress.



# Introduction

With the developments in science and technology, technology is now an integral part of everyone's life. Accordingly, the effective use of digital technologies has become a prominent parameter among the competencies that future generations should possess. However, gaining this competence to future generations is only possible if teachers are also competent. In this context, first of all, it is extremely important to improve the situation of teachers on digital competence.

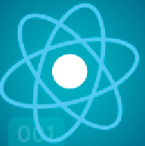
The question of how to properly use ICT in teaching practice remains challenging – a challenge for existing teachers, but also a challenge for future professionals whose professional development starts at the University (Tsankov and Damyanov, 2019).

Adequate digital education is at the core of vocational training and lifelong learning. Digital competences are an essential element of the European Competence Reference Framework and one of the eight competences needed to improve personal development, active citizenship, social inclusion and employability.





# The inclusion of digital technologies in education



Without the inclusion of digital technologies in education, the school fails credit of modern educational institutions, one of the reasons for the use of digital technologies in education.

Without digital technologies, students cannot be prepared for further education and application in the knowledge society and industry 4.0.



Digital competences correspond to key lifelong skills and must be considered in the field of teacher education.

A VET teacher who has a digital competence effectively works with information and data using modern information and communication technologies.

It is orientated in current new trends in education and is able to apply it to practice.

# The reasons for the VET teachers to have digital competences

- Innovative teaching practices, examples of good practice, motivation,
- Importance of digital technologies for management activity, the contribution of change and school development,
- Management skills—e.g. change management, knowledge management, implementation management, time management



# What is a facilitator?

A facilitator plans, guides and manages a group event to meet its goals.

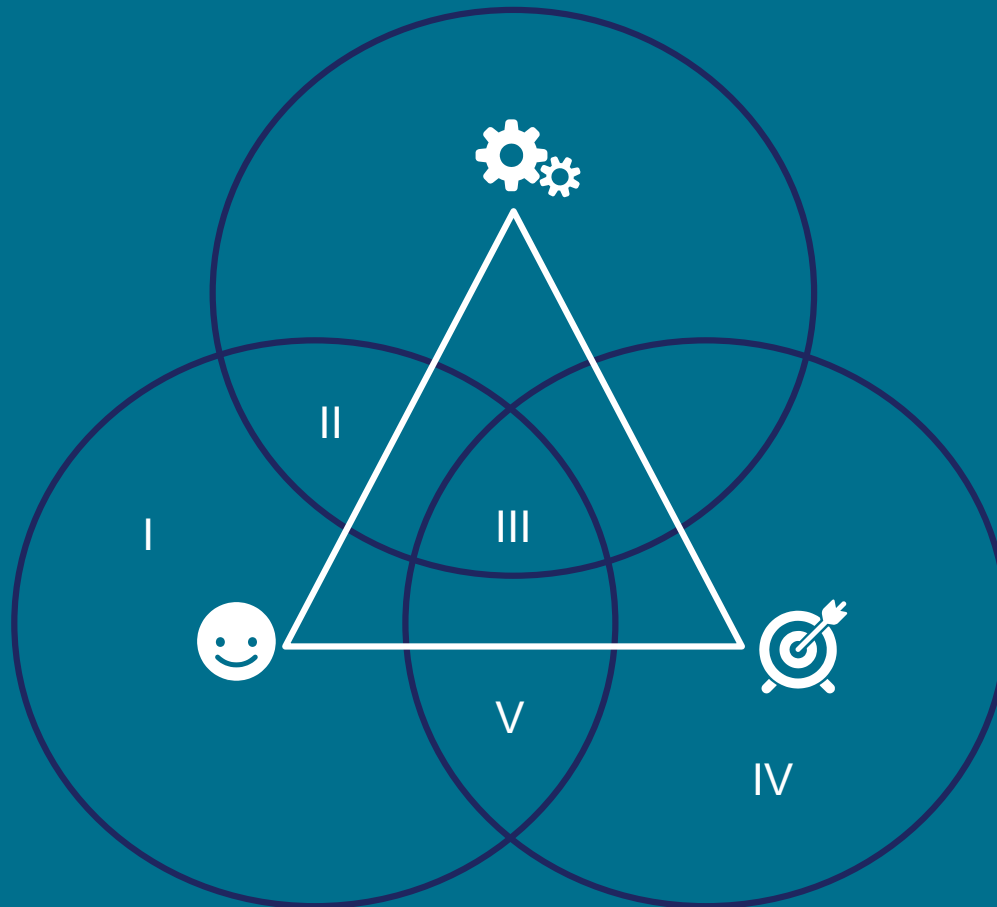
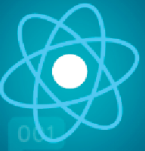
To facilitate effectively, you must be objective and focus on the "group process." That is, the ways that groups work together to perform tasks, make decisions and solve problems.

Good facilitation involves being impartial and steering the group so that its ideas and solutions flow.



COVET

# The responsibilities of an online course facilitator



- I: Preparing instructions to teach online
- II. Selecting appropriate tools
- III. Facilitating online learning
- IV: Preparing learners to learn online
- V: Conducting meaningful appraisals of student learning

(Wang et al, 2019)



COVET



**“Being a  
‘connected educator’  
can provide you with  
on-going inspiration  
and support.”**

**Elana Leoni,  
Edutopia's Social Media Marketing Manager**

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# The responsibilities of an online course facilitator

The online course instructors have to know the language of online education. This is one of the first teaching tasks and skills needed for becoming a more effective online teacher. Online teachers should be familiar with all the essential tools and online infrastructures such as; learning management, and content management systems.

Also, you should have a clear understanding of the uses of each system to support online course design and delivery. For instance, teachers should know how to use the grading method within the online course program. Additionally, online teachers should have enough facility with content management to re-check or change courses to meet students' learning methods and needs.

Source: [Johnacademy](#)



# Responsibilities of online course facilitator



- Understand the terms of online education
- Revise and prepare course documents in CMS
- Use CMS tools efficiently to facilitate course object
- Design and deliver the course to proper online design and content standards
- Utilise technology to support curriculum design
- Update course documents to maintain accuracy
- Incorporate Internet resources into course documents

- Communicate a suitable online tone during course delivery
- Promote student-to-student discussion and Engage students in collaboration
- Provide appropriate and timely feedback to students
- Participate and be present in an online course
- Provide course materials to students in a timely manner
- Track students' participation in the online course
- Track students' basic technical support

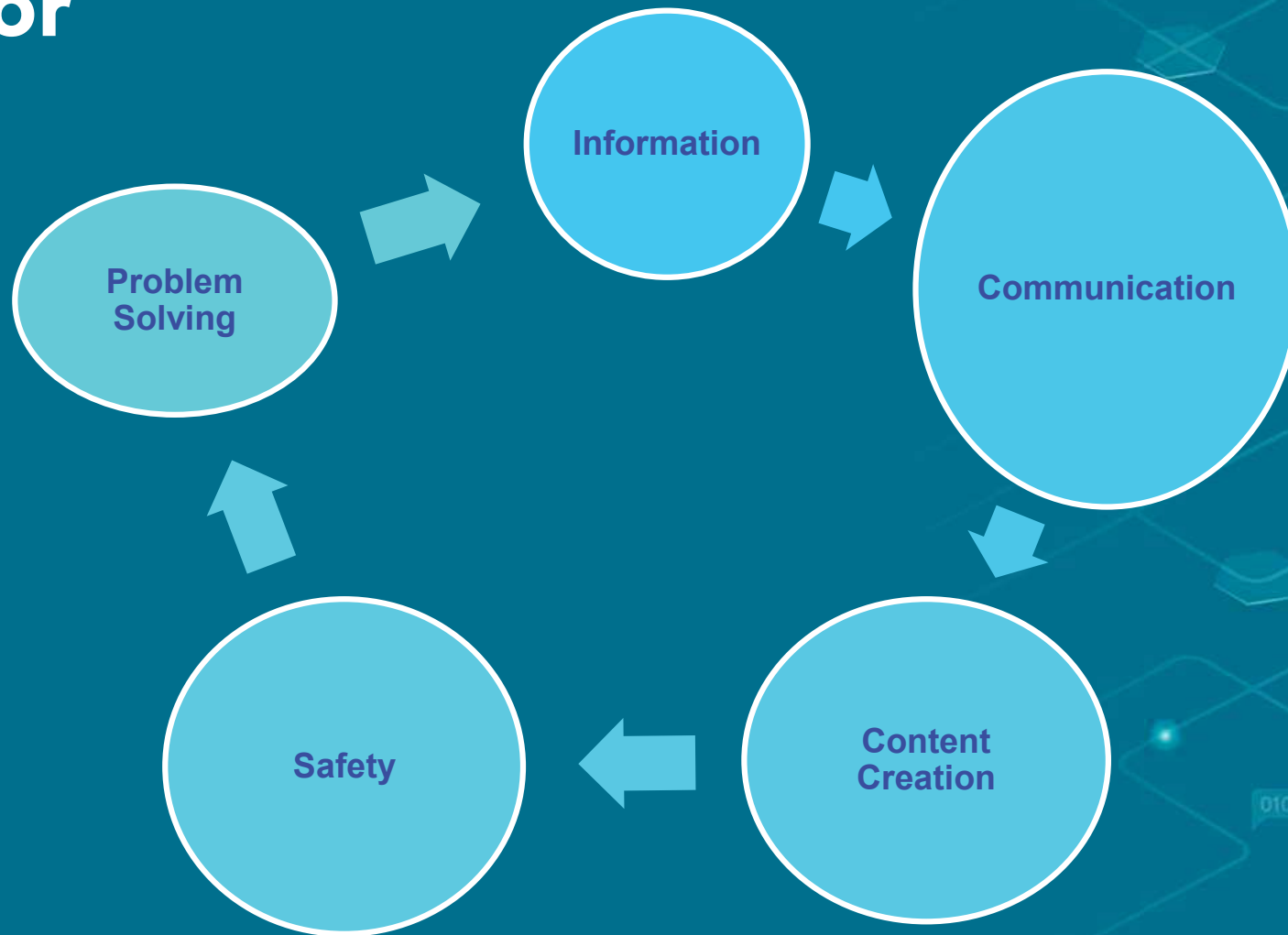
# Interesting sources

As a teacher, whenever you are acting online, you need to know your responsibilities clearly!  
[Read this for more details....](#)

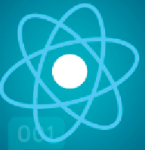




# The competencies of an online course facilitator



# The competencies of an online course instructor



- The first one is about “**Information**”. This area refers to identifying, browsing, searching, filtering, evaluating, storing and retrieving information.
- The second refers to “**Communication**”. This area is about the interaction through technologies, sharing information and content through digital technologies, engaging citizenship, collaboration and empowerment in using technologies and digital environments.
- The third dimension regard the “**Content creation**”. This area is about the development, the integration and the re-elaboration of content. Furthermore, it refers to copyrights and licenses.
- The fourth dimension is about “**Safety**”. This area refers to protection of devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
- The fifth and the last dimension regards the “**Problem Solving**”. This area is about innovating, creating, problem solving and using digital tools. Moreover, this area attempts to identify and solve conceptual problems or issues through technological means, to improve and innovate with ICT, to actively participate in collaborative digital and multimedia production.



“

„Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.“

- Bill Gates



# Four different facilitator roles

## Pedagogical

- Make the prompt relevant to your course content
- Make the prompt current, such as a recent news story
- Add a twist such as controversy or ethical consideration
- Give learners choice by allowing them to choose from multiple prompt styles

## Social

- Model (and praise) the behavior you seek.
- Be careful with humor (particularly sarcasm).
- Guard against fear.
- Use introductions.

## Managerial

- Be responsible
- Be patient
- Be clear
- Anticipate time to prep

## Technical

- Providing time to learn the tool
- Give students choice
- Plan a backup tool
- Direct students to help



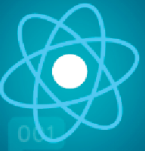
# Interesting sources

Central to the concepts of both learning face-to-face and online is the notion of interaction. Three types of interaction can be facilitated in learning: students can interact with content, they can interact with the instructor, and they can interact with each other. Of course, these three events don't take place independently. They require the support and facilitation of the instructor. The notion of interaction is fundamental to the educational framework known as the Community of Inquiry, which puts learning as the central purpose and promotes fostering social presence, teaching presence, and cognitive presence.

[Watch this webinar for more.](#)



# Organization and facilitation of an e-learning course



FAO (2021) states that e-learning is the use of electronic devices and Internet technologies to deliver a variety of solutions to enable learning and improve performance. E-learning can reach a wide target audience, including learners who are :

- geographically dispersed,
- with limited time and/or resources to travel;
- busy with work or family commitments, which do not allow them to attend courses on specific dates with a fixed schedule;
- contingent workers, such as consultants, professionals working part-time, independent contractors;
- located in conflict and post-conflict areas and/or restricted in their mobility due to security reasons;
- limited from participating in classroom sessions due to cultural or religious beliefs;
- facing difficulties with real-time communication (e.g. foreign language learners).





# How to facilitate an online course effectively

To facilitate an event well, the facilitator must first understand the group's desired outcome, and the background and context of the meeting or event. With the group's objective clear, the facilitator can then structure the event and select the best tools to reach course outcome.

In the literature, there is a five-step strategy for facilitating an online course effectively. These steps are presenting following and these steps are not limited but required for the main beneficiaries.



## Step 1 – Plan the Structure

An open, well-facilitated discussion could be the simplest option for the group. But if the facilitator has a large group, he/she may need a structured process to get everyone to participate, generate ideas, and cover a variety of topics.

Consider setting up smaller "break-out" groups (at an event or via virtual meeting apps) to make people more comfortable contributing ideas. Also, give participants time in the agenda to think about points they want to raise. The facilitator can schedule a brainstorming session to get ideas flowing.



Whether you're planning a straightforward meeting or big event, always keep the outcome in mind – and how you're helping the group to reach it. If the event spans different days and topics, be clear on the desired outcome for each and how they contribute to the overall objective.







## Step 2 – Create an Agenda

A solid agenda focuses on outcomes and lets the event flow. When planning it, consider the following:

- In what order will you present topics?
- How will participants get to know each other? In-person and virtual icebreakers can help.
- How will they understand the objectives? The Modified Borda Count is useful for prioritizing issues to reach a consensus.
- If an event is spread over separate sessions, how much time will you allocate each?
- Will all participants be in every session? As well as break-out groups, the Charette Procedure can help large groups to brainstorm effectively.



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How will the outcomes of one session flow into the next?

How will you achieve closure of the overall event?



**Information and materials.** What do participants need to know before or at the event? How and when will you provide this information?

**Room or online arrangements.** What set-up will best encourage participation? Do you need separate rooms or to set up a virtual meeting space?

**Tech.** Is your presentation saved offline in case of WiFi issues? Or do you need to give participants access to virtual whiteboards?

## Step 3 – Guide and Control the Event

With the agenda and group process in place, it's time to think about how the facilitator will guide and control the proceedings. These tips and suggestions will help:

- **Set the ground rules:** these could include respecting everyone's contribution, letting only one person speak at a time, and avoiding disparaging comments.
- **Set the scene:** Run through the objectives and agenda. Make sure that everyone understands their role, and what the group is seeking to achieve.
- **Get things flowing** let everyone introduce themselves, or perhaps use appropriate icebreakers to get the meeting off to a positive start.

Listen, engage and include: stay alert, listen actively, and remain interested and engaged.



Be flexible and balance the need for participation with the need to keep things running efficiently. If a discussion isn't reaching a natural conclusion, you may need to park topics, gather more information, and schedule time to address outstanding points.

## Step 4 – Record and Action

The responsibilities of a facilitator is the recording of outputs, and of bringing these together, sharing them, and making sure they are actioned.

The key to successful recording of outputs from an event is to be clear about what will be recorded, how and by whom.

So, make sure participants hear, see and understand the information presented. Keep an accurate record of what's going on. If in doubt, record first and summarize later. When taking notes, try to use words that the group chooses.

Record all decisions and actions. The facilitator may want to enlist a note taker so that facilitator can focus on the group. It's a good idea to take photos of brainstorming notes, or use collaborative whiteboard apps.



Remember to keep people focused and moving forward. If in doubt, ask for clarification before the discussion moves on. And record everyone's responsibility for, and commitment to, action. After the event, follow up to ensure agreed actions have progressed.



## Step 5 – Reflect and Improve

After the facilitating an online course, reflect on the facilitator own performance and consider how the facilitator could do things better next time. Here are some useful tools and techniques to improve:

- Strategy tools that help you understand your environment and think about the best way forward.
- Creativity tools for finding solutions to complex problems.
- Decision-making techniques for making difficult decisions.



It is important to start with a clear definition of what we mean by creativity, as there are two completely different types. The first is technical creativity, where people create new theories, technologies or ideas. This is the type of creativity we discuss here. The second is artistic creativity, which is more born of skill, technique and self-expression. Artistic creativity is beyond the scope of these articles.



“

Leading is about learning to be a  
facilitator.

- Ashif Shaikh



# Interesting sources

Read about the top 6 skills of an effective facilitator...



# Test yourself

## Question 1:

What are the reasons for the VET teachers to have digital competences?

- a. Innovative teaching practices, examples of good practice, motivation.*
- b. Importance of digital technologies for management activity, the contribution of change and school development.*
- c. Management skills—e.g. change management, knowledge management, implementation management, time management*
- d. All of them are true*

## Question 2:

Which of the given promises does not define a facilitator?

- a. A facilitator plans, guides and manages a group event to meet its goals.*
- b. A facilitator facilitates effectively and s/he must be objective and focus on the "group process."*
- c. A facilitator should have subjective ideas.*
- d. Good facilitation involves being impartial and steering the group so that its ideas and solutions flow.*

# Test yourself

## Question 3:

What are the responsibilities of an Online Course Facilitator?

- a. *Preparing instructions to teach online*
- b. *Selecting appropriate tools and Facilitating online learning*
- c. *Preparing learners to learn online and Conducting meaningful appraisals of student learning*
- d. *All of the above*

## Question 4:

Which of the given competencies is not for an Online Course Facilitator?

- a. *Problem solving*
- b. *Marketing*
- c. *Content creation*
- d. *Communication*



# Test yourself

## Question 5:

..... is about the interaction through technologies, sharing information and content through digital technologies, engaging citizenship, collaboration and empowerment in using technologies and digital environments.

- a. Problem solving
- b. Safety
- c. Content creation
- d. **Communication**

## Question 6:

..... refers to protection of devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.

- a. Problem solving
- b. **Safety**
- c. Content creation
- d. Communication

# Test yourself

## Question 7:

*Being responsible, patient, clear and anticipate time to preparation is related to ..... roles of facilitator. .*

- a. Technical*
- b. Social*
- c. Pedagogical*
- d. Managerial*

## Question 8:

*“E-learning can reach a wide target audience, including learners who are geographically dispersed”*

- a. True*
- b. False*

# Test yourself

## Question 9:

*“In the literature, there is a five-step strategy for facilitating an online course effectively.”*

**a. True**

b. False

## Question 10:

*“E-learning can reach a wide target audience, including learners who are located in conflict and post-conflict areas and/or restricted in their mobility due to security reasons”*

**a. True**

b. False

# Test yourself

Answer the following questions:

1. Why do you think as a facilitator creating an agenda for an online class is important?
2. How do you facilitate effectively an Online Course?

# Summary – key takeaways

- Without digital technologies, students cannot be prepared for further education and application in the knowledge society
- A VET teacher who has a digital competence effectively works with information and data using modern information and communication technologies.
- Good facilitation involves being impartial and steering the group so that its ideas and solutions flow.
- Central to the concepts of both learning face-to-face and online is the notion of interaction. Three types of interaction can be facilitated in learning: students can interact with content, they can interact with the instructor, and they can interact with each other.



# REFERENCES

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Use big image.

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<https://www.mindtools.com/a5aekl4/what-is-strategy>

# Continuing professional development in digital education for VET

This training material is one of the outcomes of the Erasmus+ project: **“Continuing professional development in digital education for VET”** and it has been created to help teachers across Europe to address the challenging situation in online training delivery in VET.

The CPD program consist of three independent parts:

- Training modules
- Instruction set of sample online lessons
- Guide to the CPD training program

All project outputs have been produced by seven partners from seven European countries working together:

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- Northern Regional College, UK

All materials are available (downloadable) free of charge from the project web-page: <https://www.covet-project.eu/>





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2020-1-CZ01-KA226-VET-094350

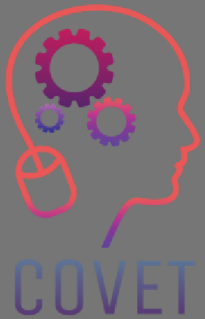


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# Continuing professional development in digital education for VET



## Module 2: E-Learning for VET Teachers Unit 2.1: Exploring E-Learning Environment



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of the European Union

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This training material is a part of the  
Continuing Professional Development (CPD) training program:  
Digital Training Delivery in Vocational Education and Training.

Entire training program is available at: <https://www.covet-project.eu/>

# Module 2: E-Learning for VET Teachers

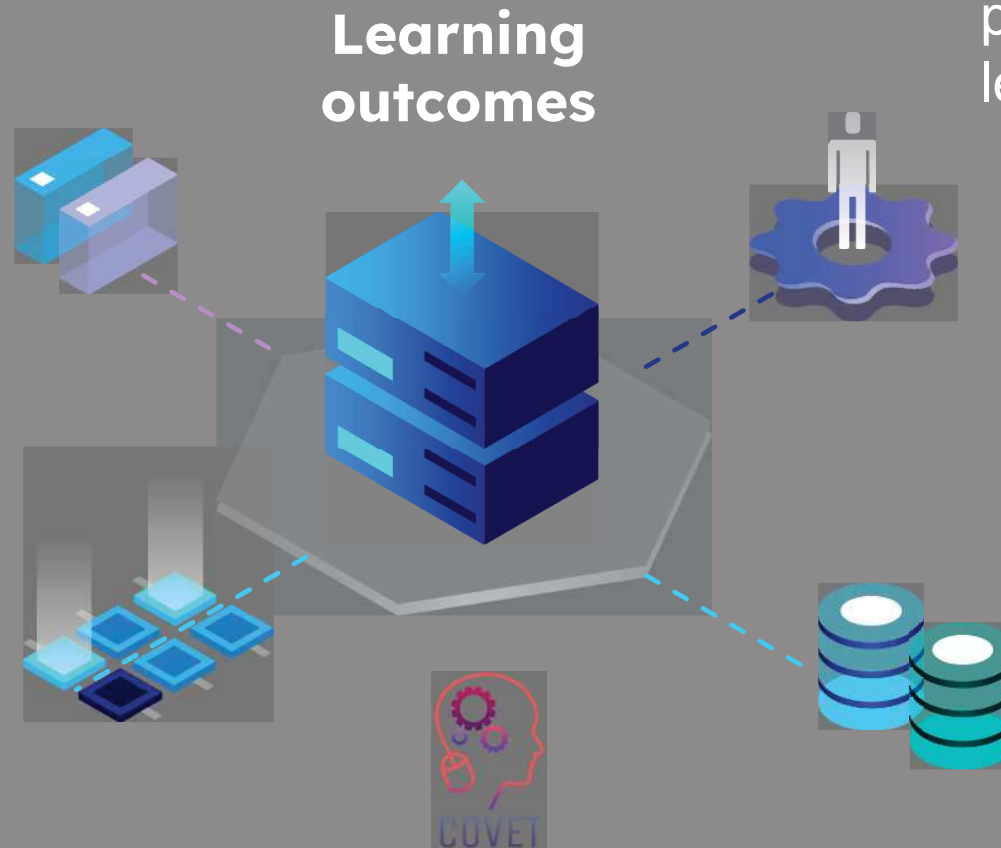
## Unit 2.1: Exploring E-Learning Environment



# At the end of this Unit you will be able to:

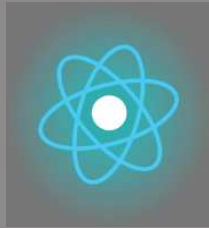
...understand what e-learning is.

...analyse the different elements of e-learning courses.

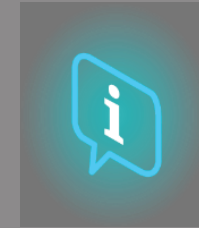


...explore different possibilities of e-learning.

...adapt the provided contents to your needs.



The second part represents a delving into the issue, collecting suggestions, ideas, and more details to explore.

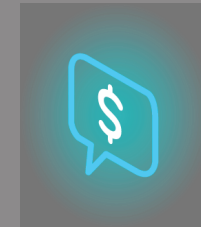


The third part is a collection of videos, testimonials, written documents, cartoons, etc. to explore the focused issue surfing the Internet.



The first part focuses on the central topic, through an analysis of the Unit key words and an expository short text.

## Each Unit is composed of 4 parts



The fourth part is a testing section through which you can test yourself and reflect on what you learnt.



# Content of the Unit

- What is e-learning?
- Different elements of e-learning courses.
- Explore the different forms of e-learning to find the most appropriate for your professional environment.



# What is e-learning?

E-learning, also known as distance learning, refers to the use of technology and the web for learning purposes, with the aim of improving the use of resources and services, and the remote exchange and collaboration between individuals.

Our culture tends to be information-centred. We commonly think that if there is more information on a given subject, things might go better. Obviously, information is important to learning, but it is only one part of the learning process.

Thus, when we talk about e-learning we mean a series of training paths that are based on knowledge but also involve interaction between the participants in the learning process in a technology-mediated instructional path. It is a mistake to think of e-learning as simply an online platform containing a range of information.



# What is e-learning?

In recent times, due to Covid 19, we have all become more familiar with distance learning. We have all been involved, directly or not, in a distance learning experience.

The transition from emergency to innovation is short, and it is often from the most difficult situations that opportunities previously unexplored open up.



# What is e-learning?

But what exactly is e-learning, and what are the advantages of using this method for training?

The world of e-learning offers a lot of tools for distance learning: Learning Management Systems (LMS) platforms, webinars, online assessment tools, training management, tools for socialization and information exchange between teachers/students and students/students, mobile and micro e-learning, and even virtual reality for learning purposes.

E-learning is characterised by the absence of time and attendance constraints for learners, typical of teacher-led training courses.

This leads to a saving of about half of the time dedicated to training, thanks to the possibility of using the contents at any time and from any place, when the learner needs it. In addition, as the content is always available online, the user can use it in multiple study sessions, tailoring the time necessary for learning.





# What is e-learning?

Other points in favour of e-learning are:

- Facilitated training monitoring: the LMS collects all the information we need.
- More immediate updating of content: if you want to change a content, all you must do is update the course with a few clicks. In addition, the content is highly customizable.
- Wider coverage: anyone with an Internet connection can train.
- Possibility of personalization of learning by the user: If there is something I do not understand, I can decide to review the lesson, re-do an exercise, go deeper with the material at my disposal.

E-learning also has disadvantages, of course, for example the lack of a physical relationship with the teacher and other students, which may affect the motivation to learn.

# Different types of e-learning

Computer Managed Learning (CML) operates through information databases. These databases contain bits of information which the student needs to learn, together with a few rating criteria which enable the system to be individualized according to the preferences of each student.

Computer Assisted Instruction (CAI) is another type of e-learning which uses computers together with traditional teaching. It uses a combination of multimedia such as text, graphics, sound, and video in order to enhance learning

Synchronous Online Learning allows groups of students to participate all together in a learning activity, at the same time, from any place in the world.

In Asynchronous Online Learning, groups of students study independently from each other, at different times and locations, without real-time communication taking place.



# Different types of e-learning

Adaptive E-Learning. Taking a number of parameters - such as student performance, goals, abilities, skills, and characteristics - into consideration, adaptive e-learning's tools allow education to become more individualised and student-centred than ever before.

Linear E-Learning. Sending training material to students through television and radio programs are classic examples of linear e-learning.

Interactive Online Learning allows senders to become receivers, and vice-versa

Individual Online Learning refers to the number of students participating in achieving the learning goals, rather than the student-centredness of the material.

Collaborative Online Learning. Students must work together and practice teamwork in order to achieve their common learning objectives.

Learn more at this [link](#)



“

We need to bring learning to people  
instead of people to learning.”

- Elliot Masie



# Interesting sources



Online learning could change academia -- for good. [Tyler DeWitt](#)



List of learning management systems. [Wikipedia](#)



[10 Biggest Disadvantages of E-Learning \(with solutions!\)](#)



[How online learning companies are using the pandemic to take over classroom teaching.](#)



[Best eLearning Trends and Predictions for 2022](#)



[Setting a new bar for online higher education](#)



“

“Online learning is not the next big thing,  
it is the now big thing.”

- Donna J. Abernathy



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# Analyse the different elements of e-learning courses;

Creating a learning online environment doesn't mean transforming contents into digital contents and publishing them in a technological space on the net. On the contrary, it is necessary to design all the macro elements that make up a networked teaching-learning environment, also taking into account traditional teaching environments, integrating them efficiently and effectively. It is then necessary to use specific software tools, suitable for the teaching situations that are to be promoted on the network, on valid authoring systems that support e-learning standards, that have a support community behind them and that are constantly updated.



# What are the characteristics of an e-learning course?

## Target group and objectives

Identify who is taking the course, in which situations will the learner need the course content? After the course, what should the student be able to do? Can the learner put into practice the activities done during the course? This will help you create content that is relevant to the learner's needs and meaningful for the types of decisions they will face in the future.

## Easy and immediate navigation

An eLearning course should have an easy interface to help users comfortably navigate through the course content. Ideas and contents must be arranged in a logical way, but it is important that navigation icons are well placed and visible to users. Navigation should permit students to see their progress, letting them switch between past, present and future modules.



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# What are the characteristics of an e-learning course?

## Positive and not too formal language

It is also important to use supportive language that helps the participant feel comfortable during the training and satisfied with what the students is learning.

## Interactivity

Interactivity is essential in an e-learning course. Interactivity gives users the opportunity to put what they have learnt into practice in potential real work scenarios. This can be done by giving students quizzes or simulations at regular intervals during the course. Once the activity has been completed it is possible to evaluate the users' answers and give feedback on what has been done. If the learner has made a wrong decision, the trainer can step in by indicating the reason for the error and guiding the learner towards the correct action.



# What are the characteristics of an e-learning course?

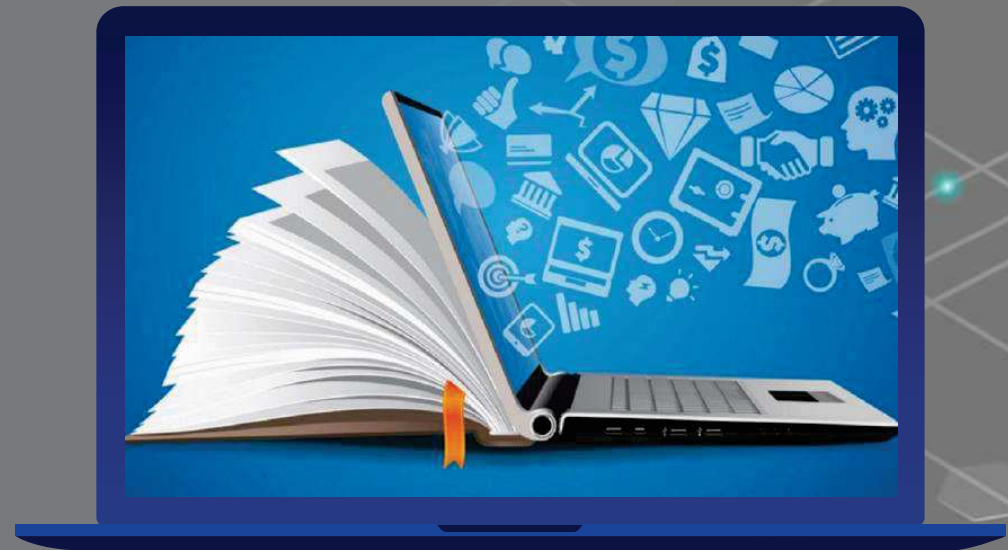


## Design

No matter how good the content is, your students will be bored and become disinterested if the design is not good. Good design means the use of correct visual elements such as images, colours and tables. Use a uniform style of graphics, fonts and colours throughout.

## Follow progress

A course will be useless without being able to track the progress of your learners. A Learning Management System (LMS) will help you track the progress of your course participants.





## Behind the scenes of E-learning design: the professional figures

Course design is a very specific discipline, instructional design, and it is carried out by specific E-learning professionals. These are training designers who work together with subject matter experts and platform developers to create ad-hoc training courses. Often those who create E-learning courses are not trainers or teachers.

In reality, there can be many other professional figures involved in an E-learning process, besides those already mentioned, for example:

- Project managers
- Content developers
- Multimedia developers
- User experience experts
- Helpdesk operators

All these professionals work together to create distance learning courses that are as engaging and stimulating as possible for the user.

Learn more at this [link](#).



“

“It’s time to step up to the plate and get passionate about your work commit to making eLearning courses that don’t bore people to tears, but instead inspire and motivate them to learn a new skill, change a certain behavior, or improve their performance.”

- Cammy Bean



# Interesting sources



Choosing The Right eLearning Methods: Factors And Elements



Basic Elements of an E-Learning Course from E-learning Heros



The Era of Online Learning | Niema Moshiri | TEDxUCSD



4 Things you need to know about instructional design for elearning. Tim Slade

Content Library 360

An ever-expanding source of 9+ million gorgeous course assets



“

“eLearning doesn't just “happen”! It requires careful planning and implementation.”

- Anonymous



# Explore the different forms of e-learning to find the most suitable for your professional context.

As already mentioned, e-learning is not just about offering a course or content through a delivery platform.

The key element to start with is the concept of learner-centred learning, i.e. the idea is to transform learners from mere 'users' to creators of their own learning journey.

Learners must be encouraged to manage courses according to their needs and to improve their own learning, respecting different learning times.

*Apart from the popular e-learning platforms, what are the trends that e-learning is currently heading in towards?*

*Let's see some examples*



## Mobile learning and micro learning

We don't have to explain to you the central role that mobile devices have played in our lives over the last decade. We are talking about Mobile Learning, or M-Learning. What is it all about? Mobile Learning is a way of accessing training content via mobile devices (smartphones or tablets). We must be able to learn everywhere not only within the office or school, but also from home, perhaps from the sofa, while travelling, at 'non-canonical' times, a little at a time, when our days allow us. With the Mobile App, then, users are no longer necessarily tied to Internet access, but can also train offline, without losing the ability to synchronise progress and track training in the LMS, once the connection has been re-established.





Thanks to mobiles, training can take place in any context, and this is linked to another idea that has recently emerged in the field of e-learning: micro-learning.

Micro-learning is a learner-centred teaching strategy, where content is reduced and summarised in 'pills' to reduce cognitive overload. With micro-learning it is possible to concentrate topics into themed blocks and deliver them in the form of quotations, short films, diagrams, but also short questions directed to learners on their own devices.



# Gamification: because by playing we learn

Gamification is the use of game mechanics in non-game activities to attract and engage the audience. One example is 'Pokemon Go': people have 'gamified' their walks by using an app to catch virtual Pokemon.

Gamification has four key elements:

- A challenge or goal that sets out what a person must achieve to win.
- Obstacles or impediments that must be overcome to achieve the goal.
- Rewards that users receive when they overcome obstacles and goals.
- Game rules that define the user's interaction with the game.

This concept of taking the essence of games (fun, play, creativity and challenge) and applying it to educational objectives, rather than just entertainment, makes the objectives themselves more fun. Gamification not only improves engagement, but also promotes learning retention.



# Gamification tools for eLearning

Here are some simple ways to implement gamification in your lessons.

**Badges.** To be considered as "best", learners will have to earn as many badges as possible while completing different activities.

**Scores and Leaderboards.** You can add more value to badges by awarding any number of points that can be given to the user along with the badge. You can use these points to establish a rewards programme or league tables that create healthy competition. Leaderboards show the users with the most points on the platform, facilitating internal contests!

**Rewards.** To further incentivise your users to collect points and badges, create rewards that can be unlocked after reaching certain goals.

**Contests.** To stimulate users and engage them effectively in your training programmes, you could also organise competitions within your platform, e.g. by setting goals to be reached within a certain period of time.





# Top Gamification Learning Management Systems

Gamification can help everyone welcome change management in an engaging way. The eLearning Industry did a lot of research and testing to identify the best gamification LMS software to help you out.

Find out more about Gamification Learning Management Systems at this [link](#)



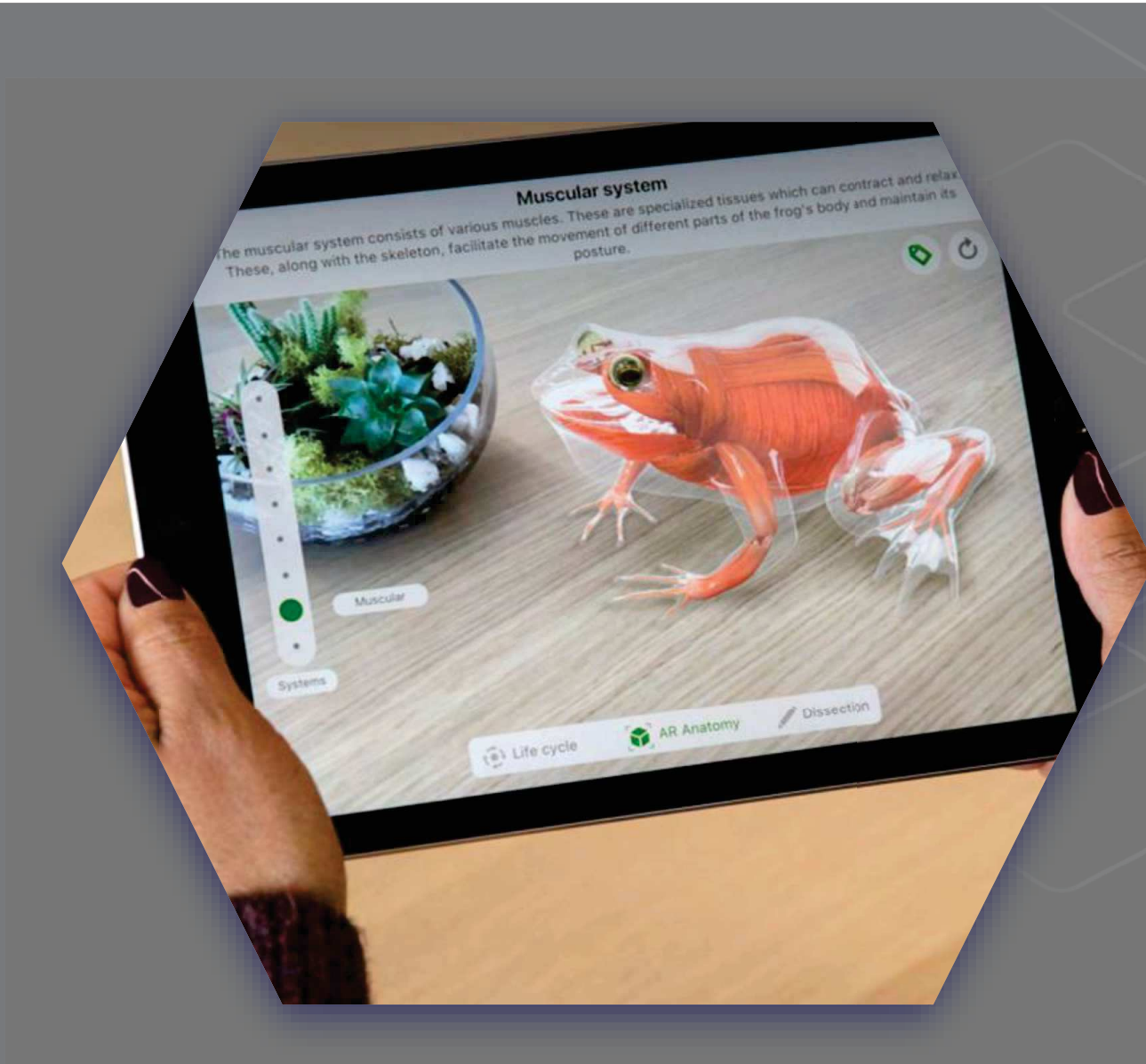
# Artificial Intelligence (AI), Virtual Reality (VR) in E-Learning: the future is now

In recent years, augmented reality is proving to the e-learning sector that it can be an excellent tool for education and training. Augmented reality improves human experience through sounds, images, texts and videos accessible via a device. In this way, it enhances learning and its retention in a wide range of areas.

In E-Learning, artificial intelligence offers many possibilities, and the distance learning sector can benefit from these tools. Placing oneself in a 3D environment in which people interact through the use of devices (Virtual Reality) can be of great help for certain types of training.

The strength of VR is simulation. The greater immersiveness and interactivity of VR allows students to enter a 'scene' without any kind of risk. Imagine how useful it could be to get our students 'inside' an emergency room, or in the middle of a battle in the First World War, or on Mars.





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“Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.”

- Arthur W. Chickering and Stephen C. Ehrmann



# Interesting sources



Re-inventing  
Education for the  
Digital Age. David  
Middelbeck



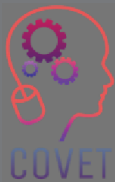
How to build better learning experiences with  
personalized learning



The Era of Online Learning |  
TEDxUCSD



E-learning methodologies and good practices. A  
guide for designing and delivering e-learning  
solutions from the FAO elearning Academy





“

“eLearning is changing. And, we will see new models, new technologies and designs emerge. So, let’s drop the “e” – or at least give it a new and wider definition.”

- Elliot Masie



# Test yourself

CAI is a type of e-learning.

True - False

E-learning is structured in predefined blocks.

True - False

The weakness of VR is the simulation because it distracts from the content.

True - False

Sending training materials to students through television and radio programs are classic examples of linear e-learning.

True - False

# Test yourself

Student's progress within an e-learning platform should only be visible to the teacher so as not to influence the course progress.

True - **False**

With the Mobile App, then, users are no longer necessarily tied to Internet access.

True - **False**

Gamification is the use of game mechanics in non-game activities to attract and engage the audience

True - **False**

Micro-learning is a learner-centred teaching strategy and provides notions for 10 minutes every hour, allowing the student to focus on targeted content

True - **False**

# Test yourself

Take 20 minutes to think and do some research on how you can use games in teaching activities.

Then lists 3 ways to implement gamification in your lessons.

- 1 .....
- 2 .....
- 3 .....

“

“Teaching in the Internet age means we must teach tomorrow’s skills today.”

- Jennifer Fleming



# Summary – key take-aways

- Information is important to learning but it is only one part of the learning process.
- E-learning is characterised by the absence of time constraints and attendance for learners, typical of teacher-led training courses.
- No matter how good the content is, your students will be bored and become disinterested if the design is not good
- Learners must be encouraged to manage courses according to their own needs and improve their training, respecting different learning times.

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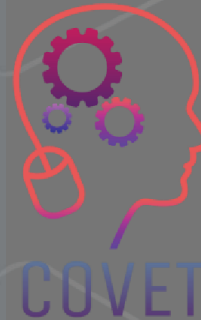
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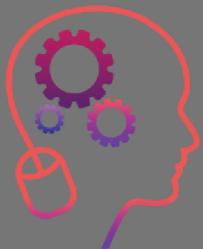


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# Continuing professional development in digital education for VET



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## Module 2: E-Learning for VET Teachers Unit 2.2: Developing E-learning Resources



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This training material is a part of the  
Continuing Professional Development (CPD) training program:  
Digital Training Delivery in Vocational Education and Training.

Entire training program is available at: <https://www.covet-project.eu/>

# Module 2: E-Learning for VET Teachers

## Unit 2.2: Developing E-learning Resources



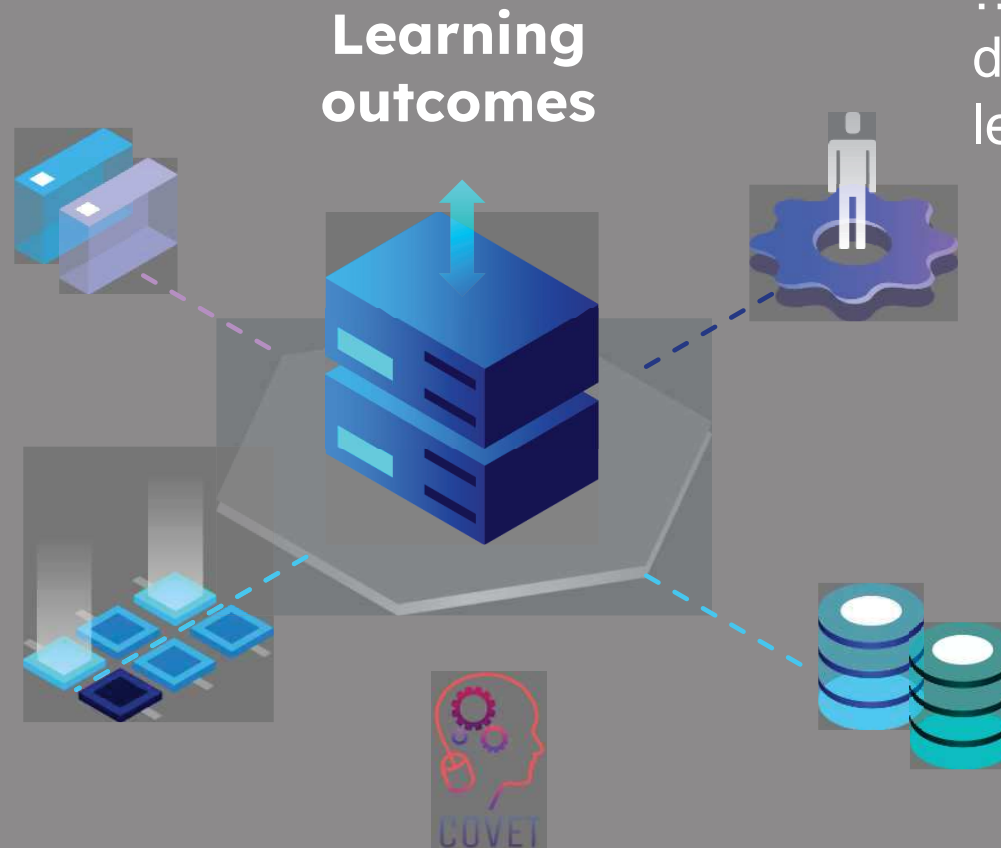
# At the end of this Unit you will be able to:

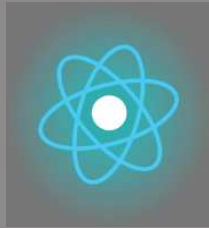
...evaluate and develop your learning resources.

... gain skills in developing core learning resources.

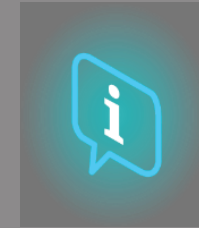
...create simple video contents and publish them online.

... discover free tools for content development.





The second part represents a delving into the issue, collecting suggestions, ideas, and more details to explore.

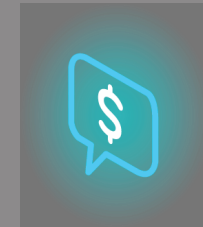


The third part is a collection of videos, testimonials, written documents, cartoons, etc. to explore the focused issue by surfing the Internet.



The first part focuses on the central issue through an analysis of the Unit key words and an expositive short text.

## Each Unit is composed of 4 parts



The fourth part is a testing section through which you can test yourself and reflect on what you have learnt.



# Content of the Unit

- Developing e-learning resources
- Create a video for eLearning
- Creating content to engage students in learning



# Developing e-learning resources

Online learning meets all students' needs, both practical and educational.

According to PapersOwl statistics, students complete e-courses 60% faster than in the classroom and assimilate information better.

But let us take a closer look at how most e-learning platforms are structured



In general, online platforms are structured with a modular component that provides teachers and students with different contents, all of which is essential for training.

When you enter the platform, you usually have

- An overview of the courses you are registered for. If you register for more than one course from the same teacher or institute, you will find them all on an initial login screen, so that you can choose which course to follow
- A Library with a range of content called dynamic content e.g. webinars or videos chosen or created by the teacher
- A Section where teacher and students can add files to download so-called static content such as word files or PDFs
- Chat
- Profile of each participant
- Calendar
- Forum



There are two types of resources that, if well balanced, create a really interesting e-learning course:

**Passive resources:** the contents through which the learner assimilates the necessary information, which can be lessons in video or podcast or written texts; among the multimedia resources remember to mix images, video, audio and even embedded links. In this way, students will enjoy the material.

**Active resources:** contents that stimulate learners' intelligence and creativity, help them think and test their skills such as interactive maps, questionnaires or simulations. For example, more challenging tests and games to keep your class from getting bored. In this way participants will be encouraged to experiment and explore, they will not get bored and will be more motivated to continue with the course.







On the Internet, people read articles, watch videos, and constantly see multimedia content of the highest quality, including educational content. The level of quality has incredibly increased over the last decade, thanks to the excellent equipment that has become accessible to the masses. Let's think about how much videos shot with a smartphone have improved in quality since 5-10 years ago to the present day.

What does this mean? It means that a user will immediately leave the page as soon as they see poor quality content.

Many people nowadays can afford a smartphone they can shoot great videos or beautiful photographs with. Users perceive poor quality work as being created without care or passion.

So why should they waste their time on such content?

Thus, if you really want to get your students' attention, you need to upload good quality images, create dynamic videos and write texts without typos or grammatical errors. In this way students will perceive your content as valuable and be motivated to take the course.



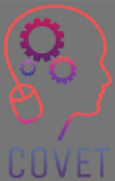


If it is true that it is necessary to create quality content, it is also true that users are able to find content on the web related to any topic, so why should they enrol in a course?

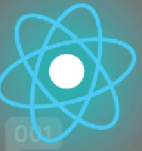
**Everything is available on the web, but often it is sketchy content that explains a topic in general, without going into much detail.**

You can make the difference.

You will have to use all your skills and knowledge on a subject to create original, comprehensive content. In this way, students who have already searched the web for general information will have an incentive to enrol in your course to learn more.



# How to create eLearning content your learners will love?



Here is a list of tips and tricks according to Talentlms that make some eLearning course content better than others, the best choices to ensure that your course content leads to more engaged and even a little bit of fun learning.

Created by Juraj Sedlák  
from the Noun Project





- **Start with “why”.**

Everyone is busy. This means that your target audience needs to understand what they’ll learn, how they’ll learn it, and why it will be useful to them before they start their course. Once they understand the “why”, they’ll be more emotionally invested and engaged in learning.

- **Sell yourself**

The subject matter expert often plays a 'behind the scenes' role in the creation of eLearning courses, but a skilled specialist with a lot of insight, knowledge and experience is bound to create online learning courses that are current, relevant and likely to be engaging.





- **Create an intuitive learning path.**

It will be necessary to start an eLearning module with a simple content, e.g. the first content of a module could be aimed at providing learners with a basic understanding of a concept. So go deeper as you go along, definitions and explanations should be included, and perhaps some simple examples in the form of notes or infographics.

- **Adapt to all learning styles.**

Some people are visual learners, others prefer audio. A balance of visual, auditory and kinaesthetic eLearning content elements is the best way to engage everyone in the learning process and ensure that everyone feels involved.



- **Keep it short and simple**

Include only the content needed to achieve the learning outcomes. You can also exploit the principles of microlearning to create smaller pieces of content for a fast and flexible learning experience.

- **Make quality a priority**

No matter if you are filming a video, recording a podcast, developing an infographic or writing notes, you always add a sufficient level of quality assurance.

- **Speak the right language**

Be sure to create content that's pitched at the right level and uses terminology that your learners will understand.

- **Be original**

Write notes, create infographics and film videos that learners wouldn't be able to find elsewhere!

Learn more at this [link](#)



# Interesting sources



Online Learning  
Statistics &  
Infographics 2019-  
2020  
[Papersowl.com](https://papersowl.com)



[Pros and Cons of  
Using Open  
Educational  
Resources](#)



[Enhancing Teacher Learning from  
Guided Video Analysis of Literacy  
Instruction: An Interdisciplinary and  
Collaborative Approach](#)



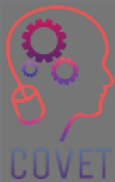
[Video How to develop  
interactive online training  
programs](#)



Evaluating the  
Content and Quality  
of Next Generation  
Assessments - [Nancy  
Doorey and Morgan Polikoff](#)



[Analysis of Video-Based Training  
Approaches and Professional  
Development](#)



“

“If you can't explain it to a six-year-old, you don't understand it yourself.” Albert Einstein

“Technology is not a silver bullet. It's only as good as the teachers... using it as one more tool to help inspire, and teach, and work through problems.” Barack Obama

“If kids can be super engaged in video games, there's a way for them to be super engaged in education as well.” Elon Musk





# Create a video for eLearning

Video has become the most popular way for people to learn new skills and acquire expertise, but dealing with microphones, cameras, editing software can be hard. Over the next few pages we will give you a general idea of how you can create an instructional video and offer a series of links to content that will take you through every aspect of this process.

How long should an instructional video be? The majority of viewers want informational and instructional videos to be less than 20 minutes, with a preference toward the 3-6 minute ranges ([Source](#)). Make your video as long as it needs to be to do the job well, but as short as possible.



How to prepare to shoot video content for eLearning? What are the basic steps to take before making videos for eLearning training?

Keyword is Organization! Take software such as Xmind or pen and paper and draw a layout of your video course, like chapters in a book, but delving into the various content titles. Divide the map into modules and sections, where the module is the category, the step or simply the chapter of the course. Then take each module and write down the important components to develop it or simply the keywords.

In this way you will organise your video course in a better way, but it will also be easier for the user to review the content.



When planning a video, it is best to stick to a single topic: mixing too many elements risks making the project chaotic and incomprehensible. But, as you know, when you are working on the creation of an idea there are many ideas that come in mind, and the desire to put them all into practice at the same time can be felt.

Therefore, it is important to define the concept of the video. What kind of video do you want to make? Formal or friendly? Depending on the concept we will choose some elements of the video: we will choose whether to frame us or use a voiceover, whether to film us at our desk or in a more informal background such as a coloured wall or a bookcase.



Once you are clear about how and what you want to say, you can start recording.

If you have opted for a video that includes your voice and screen recording, proceed in the following way.

Make sure you have what you need, first of all PowerPoint or Google Presentations and a software for recording screencast videos, such as Camtasia or Screencast-o-matic.

You will need a microphone: you can choose a condenser microphone to make your voice sound sharper and deeper or you can opt for the microphones you usually use in online calls, but you will probably need to clean up the audio from annoying background noise with tools like Audacity



It is very important to be alone in the room and test your ability to record your voice. Give it a try, are you satisfied with the result? Try to fix what you don't like and do another test. When you feel you've fixed everything, go and record!

Open the PowerPoint full screen and start recording the PC screen along with your voice. Don't record for too long at first, hone your technique by playing back videos of about 5 minutes.

Once you have finished recording the video, you will probably need to remove some parts that you want to eliminate, such as errors, background noise, or redundant concepts.





Among the best applications for screencasting instructional videos are Loom and OBS Studio. These instruments have different characteristics.

Loom is a freemium web application, but the basic free version is sufficient for making instructional videos.

OBS Studio is a multi-platform open source software, so its use is free of charge. With it, you can make not only screen recordings, but also live videos.

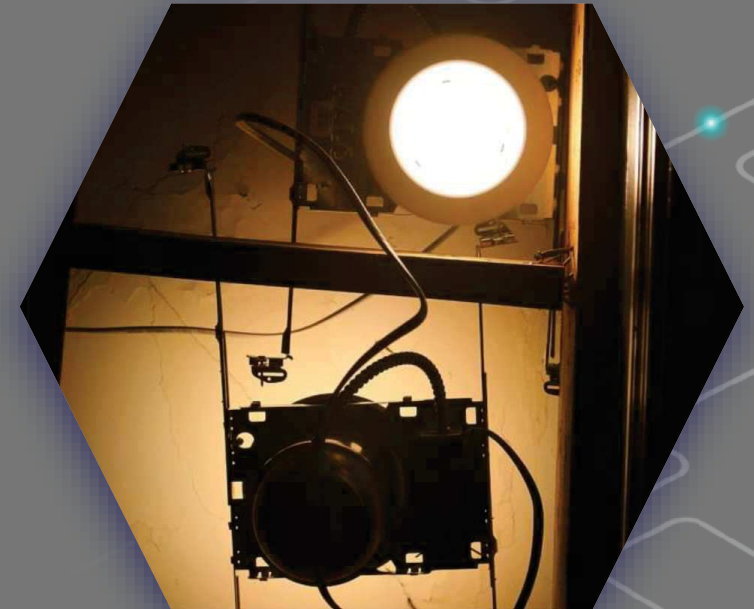


In case you decide to create a video of yourself, the general guidelines in the slide above apply, such as staying in a quiet room, having a good microphone to record your voice, doing tests and starting to make videos of 5 minutes each until you are confident with the whole process.

But in addition to these recommendations regarding sound and content, there are of course additional considerations regarding image:

Lighting is essential not only to convey a real feeling but also to create a professional video. Typically, at least 3 lighting points are used to accurately illuminate the subject and to avoid a 'flat' image.

Take with you a smartphone (or a tablet or a camera) and possibly a small tripod with a smartphone mount (or the tool of your choice).





Select the camera function of your smartphone, and then select the video mode; check the quality of the video. HD 1280×720 is not bad for a basic video, FHD 1920×1080 is more than good, 4K 3840x2160 is perhaps too much for a basic video. 30 ftp is more than enough as a number of frames per second.

Place the smartphone horizontally on the stand: most videos to be watched on a PC screen will have this orientation.

Start the recording, relax and proceed with the content schedule you have previously set.

Once you have finished recording, your mobile phone will save the video in a file, probably with an .mp4 extension, which you will find in the gallery of your smartphone.

Watch it again - are you satisfied? If yes, proceed with the editing; if not, try to do it again.





## How to edit a video easily

There are many applications to edit a video, iMovie for Mac, Movie Maker for Windows, Wevideo or Wondershare Filmora; but you can also do it directly from your smartphone with an app like In shot or Shortcut. These are free apps that allow you to perform simple tasks such as cutting a video, for example the beginning and the end, correcting the lighting, and even adding music. You open the video, make the appropriate changes and then save. Quite simple and intuitive, but always save a copy of the original film to avoid problems.



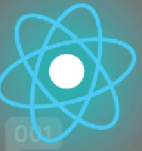
Your video is now ready: all you have to do is upload it online. However, videos require a lot of space to be uploaded online, either directly to your website or to the website of the school or institution you belong to. One of the solutions to this problem is to use video hosting services that:

- have more powerful servers specifically for managing video files
- allow you to adapt the quality of the videos according to the speed of your visitors' connection
- ensure a better viewing experience

YouTube is the most popular video hosting platform, with almost 2 billion users, and the second largest search engine in the world. Other examples of hosting platforms are Vimeo, WaveVideo, Wistia, etc.



# 5 Types of Instructional Videos You Can Make Right Now



Learn more at this [link](#)

**Microvideo.** Use microvideos any time you need to teach a simple concept in a few steps. You might make a one-off video that teaches a new software feature. Or for more complex concepts, create a series of microvideos that splits a topic into logical chunks.

**Tutorial Video** can teach just about anything. No hard-and-fast rules exist for deciding when to use them. Basically, any time you need to teach a process or share valuable information on how to improve a skill, a tutorial video will be useful.

**Presentation and lecture capture** makes it available for an audience to consume content when they have time.

**Screencasts** are great for giving quick, informal instructions. When the audience is small and the stakes are low, a quick screencast is a great way to visually communicate an idea or solve a question/problem.




“


“So far technology has hardly changed formal education at all. But a lot of people, including me, think this is the next place where the Internet will surprise people in how it can improve things especially in combination with face-to-face learning.”


- Bill Gates




# Interesting sources


 Make visually stunning videos virtually anywhere.  
[Premiere Pro tutorials](#)

 [What is Microlearning?](#)

 How to Create a Screencast Video (4 Easy Steps) [Spiel Creative](#)

 ONLINE COURSE Video Recording Tips [Thinkific](#)

 The best free video editing software in 2022  
[Creativebloq.com](#)

 [How to make AWESOME VIDEOS for your online course \(video recording tutorial\)](#)

 Step-by-step WeVideo Tutorial! [Justin Brown](#)

“

“The students of the future will demand the learning support that is appropriate for their situation or context. Nothing more, nothing less. And they want it at the moment the need arises. Not sooner, not later. Mobile devices will be a key technology for providing that learning support.”

- Marcus Specht



# Creating content to engage students in learning.

Having students create some content is an effective way of involving them in the learning process. Nowadays this is very easy, as everyone has or can easily get a digital tool for content production. Students can create audio contents such as podcasts, access the Internet for more information, create multimedia presentations with PowerPoint, and use a variety of other content creation tools.

It might be useful to have this kind of content done in groups. Learning then becomes a social event where students can learn from each other.



## What benefits does this process offer?

- Learners can keep the content produced and refer to it when necessary
- They are involved in the use of the content, because they created it
- Contents are proof that learning has taken place
- Students have fun and a sense of community and collaboration is built among them.



## Examples of student-created content can be:

### Digital Storytelling clip.

With the term Digital Storytelling we mean the development of stories through the use of digital multimedia technologies, including creations that may include images, video, text or audio. Digital storytelling is the process by which diverse peoples share their life stories and creative imaginings with others. You might find useful this [Toolkit](#) in the development of digital storytelling



## Podcast.

A podcast is a technology that allows audio files to be listened to over the internet. We are talking about 'radio on demand', where the listener is the absolute protagonist of what he or she decides to download and listen to.

## Edited video

Another way you can use videos to keep your students involved in the lesson is to ask them to create their own videos relevant to the lesson. Perhaps they could create a video explaining how they arrived at the answer to a problem or present an argument about a topic you raised in class.

Videos used in this way are a great way to promote creativity and students will really enjoy creating the video, they won't realise that by participating they are broadening their knowledge of the topic or course. Students could also create audio or video interviews, animated presentations, the possibilities are as many as there are ideas and the resources to implement them!



001



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“You can’t teach people everything they need to know. The best you can do is position them where they can find what they need to know when they need to know it.”


- Seymour Papert




# Interesting sources

 The DIST PROJECT (Digital integration storytelling) uses digital storytelling as an educational tool to teach integration in schools

 Teaching Students How to Create Their Own Podcasts.  
The New York Times Learning Network Webinar

 Some of The Best Free Digital Storytelling Tools for Teachers

 An educator's guide to teaching with video. The use of educational video content in courses can help to better engage students and illustrate important concepts.



“

“The most important principle for designing lively eLearning is to see eLearning design not as information design but as designing an experience.”

- Cathy Moore



# Test yourself

You can remove background noise with tools like Audacity

True - False

It is very important not to be alone in the room to have someone to monitor the content we are producing.

True - False

You can create instructional videos for screencasting with Loom and OBS Studio.

True - False

3840 x 2160 is the right format to create video content

True - False

You can edit a video directly from your smartphone with an application like In shot

True - False

# Test yourself

There are active and passive solutions

True - False

The majority of viewers want informative and educational videos to last less than 30 minutes

True - False

Xmind is an online editing software

True - False

If you make a recording mistake you can cut your content with Wevideo

True - False

WaveVideo allows you to create storyboards for your digital content

True - False

# Test yourself

Take 45 minutes and try to find 1 example of each of the following types of videos concerning the subject you teach or a topic of your choice.

- Digital storytelling
- Podcast
- Recording of a powerpoint presentation
- Microvideo
- Screencast

“

“When training is done well, doors open, skills develop, and performance excellences yields personal and organizational rewards. People grow in ability, confidence, motivation and happiness.”

- Michael Allen





# Summary – key take-aways

- If you really want to get your students' attention, you need to upload good quality images, create dynamic videos and write texts without typos or grammatical errors. In this way students will perceive your content as valuable and be motivated to take the course.
- Creating an online course is not only about the content itself. It is also about how it is structured.
- Include only the content needed to achieve the learning outcomes.
- Keyword is Organisation! Draw a layout of your course, like chapters in a book, but delving into the various content titles.
- Audio or video interviews, animated presentations... the possibilities are as many as there are ideas and the resources to implement them!



# Continuing professional development in digital education for VET

This training material is one of the outcomes of the Erasmus+ project: **“Continuing professional development in digital education for VET”** and it has been created to help teachers across Europe to address the challenging situation in online training delivery in VET.

The CPD program consist of three independent parts:

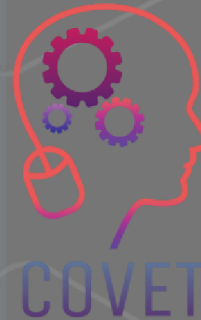
- Training modules
- Instruction set of sample online lessons
- Guide to the CPD training program

All project outputs have been produced by seven partners from seven European countries working together:

- ProEduca z.s., Czech Republic
- Archivio della Memoria, Italy
- Asociatia Pentru Sprijinirea Initiativelor Educationale, Romania
- Solution Based Training & Consultancy (SBTC), Turkey
- CEBEM FORMACIÓN PROFESIONAL SL (Daniel Castelao), Spain
- TUS Midwest, Ireland
- Northern Regional College, UK

All materials are available (downloadable) free of charge from the project web-page: <https://www.covet-project.eu/>





Erasmus+

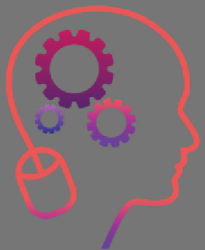
Continuing Professional Development  
in Vocational Education and Training  
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# Continuing professional development in digital education for VET



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## Module 2: E-Learning for VET Teachers

### Unit 2.3: Digital Learning Technologies for VET Teachers

(Using Online Resources and Online Discussion Tools)



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# Module 2: E-Learning for VET Teachers

## Unit 2.3: Digital Learning Technologies for VET Teachers



# At the end of this unit you will be able to:

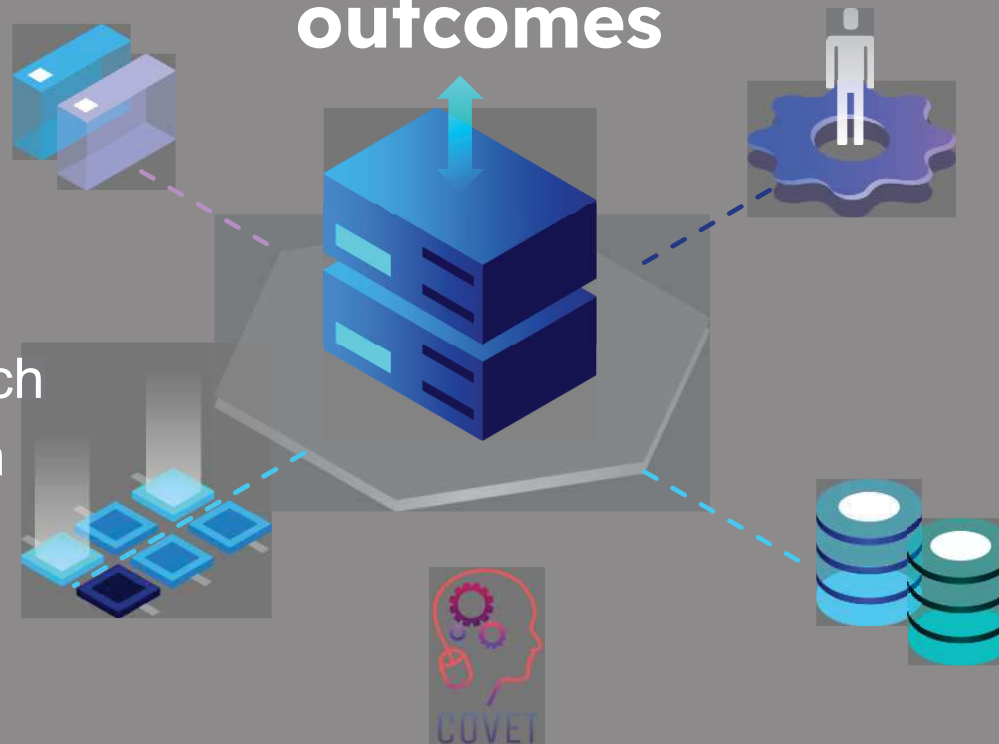
...understand the online learning environment.

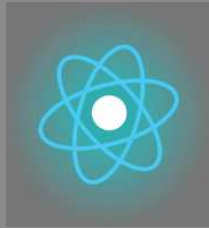
... design and facilitate online discussions.

## Learning outcomes

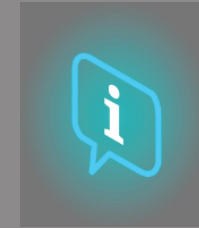
... make informed decisions about which digital tools to use in your own context.

...manage the discussion forum feature in an online environment.





The second part represents a delving into the issue that collects suggestions, ideas, and more details to explore.

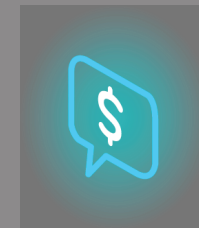


The third part is a collection of videos, testimonials, written documents, cartoons, etc. to explore the focused issue surfing the Internet.



The first part let you to focus on the issue by an analysis of the Unit key words and by an expositive short text.

## Each Unit is composed of four parts



The fourth part is a testing section through which you can test yourself and reflect on what you learnt.



# Content of the Unit

- Moving from face-to-face to online teaching
- The Learning Environment
- Tools and technologies for teaching and learning online
- Online Discussion Forums and tools





# Synchronous and Asynchronous Learning



E-learning courses are web-based courses where content is offered synchronously and/or asynchronously.

**Synchronous** activities take place between teachers and learners, at the same time, for example, live classes and tutorials, lecture capture, online polls.

**Asynchronous** activities are not time-dependent, so learners can access them at a time that suits, for example, pre-recorded classes and forum discussions, interactive videos and learning resources.

Both types of teaching and learning have advantages and disadvantages and combining both elements can offer students the best learning experience. Providing students with the opportunity to access course content in their own time is one of the reasons why e-learning is so popular, as its design is centered on the interests of the learner.

Introducing this type of **learner-centred approach** will help to enrich the learning experience in your modules and can help to increase engagement in the activities you provide.

010



# E-learning: What to consider

When teaching online, there are several things that we need to consider.



## Your Students

- Who are your students?
- Is e-learning new to them?
- What digital access do they have?
- What digital skills do they have?
- What size is the student group?

## Content and Activities

- Review learning outcomes
- Identify existing content that is reusable
- Consider how students will engage with content and activities
- Is your content accessible?

## Communication and Engagement

- Communicate clear guidelines and expectations
- Make information clear and easy to find
- Choose appropriate tools for class communication

## Assessment and Feedback

- Consider what types of assessment allow students meet learning outcomes
- Consider a variety of assessment formats
- Provide opportunities for online assessment



Adapted from *EDTL Approach* by the Enhancing Digital Teaching and Learning (EDTL) project and is used under a [CC BY 4.0 International](https://creativecommons.org/licenses/by/4.0/) license.

# Knowing your students

Students come from different backgrounds and learn differently. E-learning offers many opportunities to ensure that everyone is included, but it is also important to acknowledge that your students may have issues that impact the pace of their learning or their ability to engage with the content.

Understanding the needs and profile of your students can help you create a more tailored learning experience which will improve student engagement.

**Universal Design for Learning**, developed by [CAST](#) provides a framework to allow teachers to offer their students choice and flexibility wherever possible. [Read more about UDL](#)

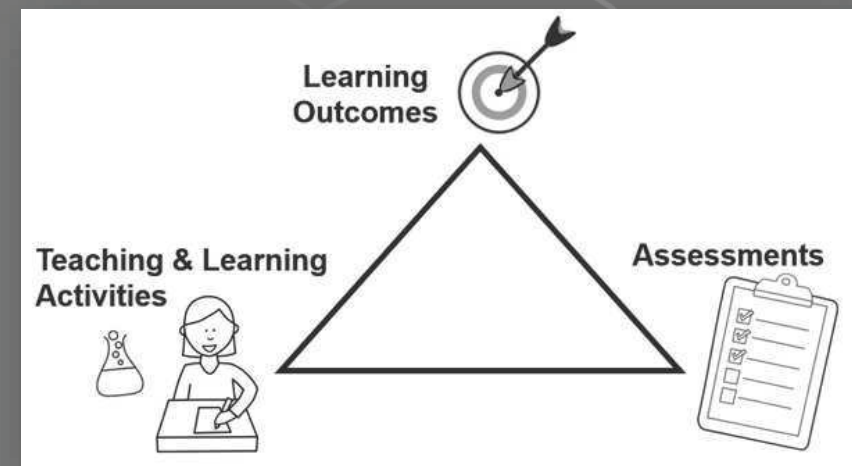
# Learning Design

After you have considered who your students are, the next thing to do is to look at the learning outcomes for your module. The learning outcomes determine how you plan the learning activities and how you will assess the students.

This is called Outcomes-based design or **Constructive Alignment**.

Constructive alignment involves:

- defining the learning outcomes;
- selecting teaching and learning activities which will enable the students to meet the learning outcomes;
- assessing the students and grading their learning – have they proved they have met the learning outcomes?



# Instructional Design

**Gagné's Nine Events of Instruction** provide a process for designing and delivering comprehensive and successful learning experiences. The student goes through each of the events or stages in their learning journey and the focus is on the student.

Reviewing each of these steps can help you design a lesson plan where and to decide what digital tools and resources you can use to help implement the events of your own instruction.



Image source: [Gagné-Nine-Events](#)

# Examples



- **Gaining Attention** – use ice breakers, case studies, videos; use polls to ask questions which will get students thinking; post links to current events or news in discussion forums to spark interest
- **Informing learners of the objective** – post the learning objectives on the LMS and discuss these in the first class
- **Stimulating recall of prior learning** – use discussion forums to recall skills or knowledge previously learned and discuss these in class
- **Presenting the stimulus** – show and explain the material you want the students to learn. The content should be specific to the learning outcome. Use a variety of methods – readings, activities, multimedia and post these on the LMS
- **Providing learner guidance** – provide students with instructions on how to learn and make content as meaningful as possible. Include detailed information such as clear guidelines, timelines and grading rubrics. Use examples.



# Examples



- **Eliciting performance** – allow students opportunities to apply and demonstrate skills and knowledge learned, in group or individual projects, assignments, practical work etc.
- **Providing feedback** – provide feedback on individual or group tasks and assignments. Explain what was done correctly, where improvements can be made and include explanations.
- **Assessing performance** – use a variety of assessment methods – exams, quizzes, assignments, practical exercises and projects – to ensure that learning has occurred.
- **Enhancing retention and transfer** – prepare students to apply information to personal or work experiences.

# ADDIE Model

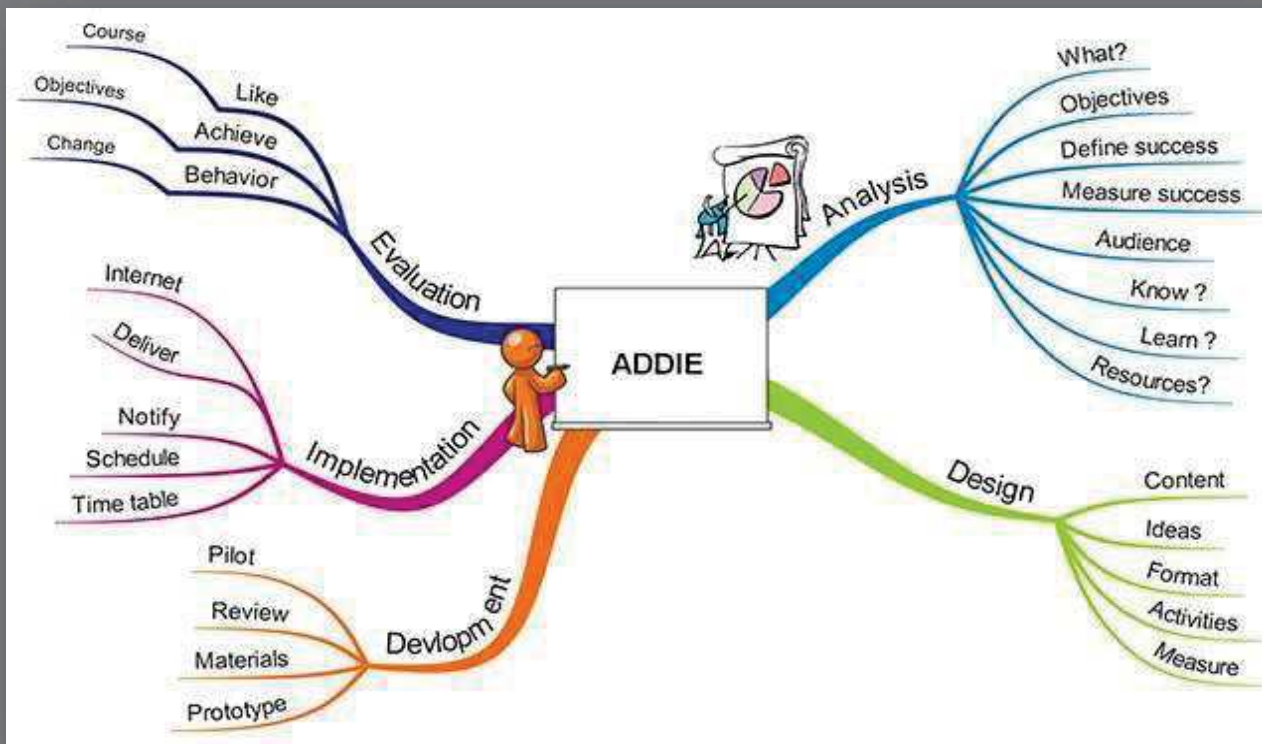


Image source: [ADDIE mindmap](#)

One of the most common models used for instructional design is the **ADDIE model**.

The model looks at 5 stages:

1. **Analysis**
2. **Design**
3. **Development**
4. **Implementation**
5. **Evaluation**

Each stage leads to an outcome that feeds into the next stage in the model.

[Learn more about the ADDIE model](#)



# Moving your course online

Teaching online is not simply a matter of doing what you always did in a face-to-face class in an online space. It can be more difficult to hold the students' attention when you only meet them online. Therefore, online lessons are better if they are short, focused and include activities to ensure your learners are engaged.

This requires careful planning, designing your learning for online delivery and developing new ways of interacting with students, using digital tools for teaching and learning. The purpose of instructional design is to help people learn and to design content that makes learning more effective.

We will look at some of the ways you can move your teaching to an online environment using online resources and discussion tools.



# Digital methods to replace face-to-face teaching

Whether you have taught before or not, we have all have experiences of sitting in a classroom where we were taught face-to-face by a teacher, we have all completed assignments and written essays, and sat end of year exams.

When teaching online, we don't have the same opportunities to meet students face-to-face. Therefore, we need to use teaching strategies and digital tools to replace traditional classroom teaching.

We need to identify online activities which could take the place of traditional teaching methods by using digital alternatives. Many of these digital teaching methods will help you to deliver content, communicate with your students, and assist them in engaging with each other.

It is the teacher's role to trial these tools to establish which ones will help them to present the information using a variety of media and presentation formats, to bring their teaching alive and make it more engaging for the online student.

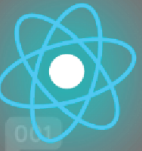


# Selecting tools to use: what to consider

In this module, we will look at some of the more popular tools that are available, what they offer and how you might use them in your online teaching. There are countless tools and technologies available, and these are constantly changing but we have aimed to categorize some of these tools to help you understand their potential use.

Some considerations when choosing what tools to use include:

- The learning outcomes – technology must support the pedagogical outcomes, not determine them
- The students – their location, internet access, class size
- The activities/course content – do you need collaborative tools, live chat, file sharing, discussions?
- The teachers previous online experience
- Your school's policies and procedures on use of different online tools
- Costs of tools and technologies




# Technical Competence


In order to design and deliver your e-learning courses you will need to have a good level of technical competence and be open to using and experimenting with new tools. You will need to be able to:

- Use the Learning Management System (LMS) to design and teach the course
- Use applications for creating content – e.g. presentation and screencasting tools
- Use applications for online synchronous delivery e.g. Zoom, MS Teams
- Develop audio and video materials – e.g. videos and podcasts
- Use collaborative technologies – polling tools, Padlet, Breakout Rooms
- Use tools for creating interactive learning resources e.g. H5P, MS Sway
- Use devices such as a webcam, headset, digital pen, graphics tablet, document camera etc.


# Interesting Sources

 [Benefits and Challenges of Online Learning – Lecturer Perspective](#)

 [Gagné’s Nine Events of Instruction](#)

 [Moving your course online: Five things to consider](#)

 [ADDIE model Wikipedia](#)

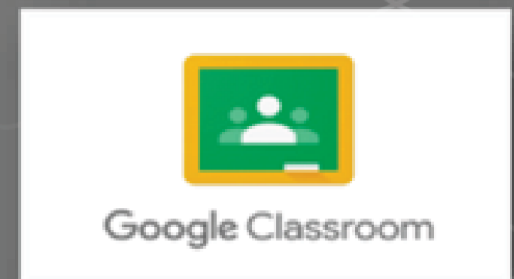
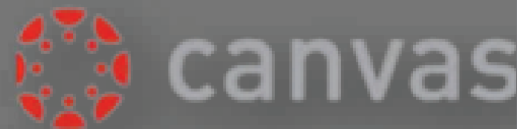
 [Instructional Design Models and Theories](#)

# The Learning Management System (LMS)

The school where you teach may have a platform for delivering online learning called a **Learning Management System (LMS)** or **Virtual Learning Environment (VLE)**. The LMS is where you will make course related content and materials available to students, manage assessment and communicate with students.

This is the first place that your students will go to for course related information.

Examples of LMS' include Moodle, Canvas, Blackboard and Google Classroom.



# Common Features of an LMS

- Lessons
- Discussion Forums/Announcements forum
- Course related content – text, video, audio files
- Quizzes
- Wikis
- Interactive content – (SCORM , H5P)
- Assignments and feedback tools



# External and Discipline Related Tools

While much of your teaching will take place within the LMS, there are also many external digital tools that you can use in your teaching. You should experiment with and use these tools to develop content and share resources with your students. These tools may allow to integrate resources or ideas that you find which can complement your teaching online.

Your industry or discipline may also have specific platforms or web resources that students need, for example, [Duolingo](#) for language learning or [Github](#) for coding etc.

Your experience in this discipline will help you decide which resources are useful for your students and what is currently topical in your discipline.



# Other platforms and technologies



Microsoft 365 Office for Education



Google Workspace for Education



TED Talks



YouTube



LinkedIn Learning



Blogs



Social Media



Podcasts



# Content Creation Tools

Once you have decided on the content to create, you will need to identify what tools to use to allow students to access this material and to interact with it. These tools will allow you to produce interactive learning materials that can be made available online.

Many of these tools can be integrated with the LMS and the outputs can be shared to create a dynamic and engaging online learning experience.

The Google Workspace for Education and Microsoft Office 365 suite of apps allows teachers to share materials with their learners and collaborate on them together. Existing Word documents or PowerPoint presentations can be repurposed for the online environment by adding interactive elements such as audio, video etc. Document collaboration tools allow for multiple people to access and work on one electronic file or document together.

H5P, Microsoft Sway and Genial.ly are some tools that allow you to create interactive learning objects.

1.



Office 365 for Education provides a suite of apps that teachers can use to collaborate and share resources with students and fellow teachers. It is available for free to teachers and students.

Office 365 includes tools such as Word, Excel, PowerPoint, OneNote and Microsoft Teams.

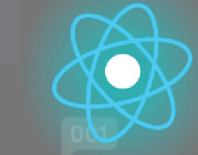
[Free Microsoft Office 365 for Schools & Students | Microsoft Education](#)

2.



Google provide a similar suite of free apps for teaching and learning, which include:

- Google Docs - Create, edit and share text documents. [Google Docs Training](#)
- Google Forms - Create and analyse surveys, quizzes and questionnaires. [Google Forms Training](#)
- Google Classroom - A free web service for sharing lesson materials and resources with learners, creating, grading and tracking assignments. [Google Classroom Training](#)
- Google Meet - Video calling tool for virtual meetings or online video lessons. [Google Meet Training](#)



3.



H5P allows you to create, share and reuse interactive HTML5 content in the browser. H5P makes it easy to create interactive content by providing a range of content types such as interactive videos, interactive images, full course presentations, multiple choice questions, drag and drop, flash cards and more. [Documentation | H5P](#)

4.



Genially is an online tool that allows you to create interactive images, presentations, infographics, maps, quizzes and add gamification to your modules.

[Genially training](#)

# Communication and Collaboration Tools

Communication and collaboration tools are critical in e-learning to allow students to interact with both the teacher and their peers either in real-time (live classes and tutorials) or asynchronously (contributing to polls, discussions or posting ideas online). Web conferencing tools such as Microsoft Teams and Zoom provide the opportunity for synchronous online learning where a classroom type scenario can be replicated as well as providing opportunities for screen sharing and group work.

Using these tools can help you to develop an online relationship with your students and can allow them to interact with one another and build an online community.

Collaboration tools such as breakout rooms in Microsoft Teams, Zoom or BigBlueButton, polling tools such as Mentimeter and other tools such as Flipgrid and Padlet can help foster group work and further strengthen a sense of community among students who do not meet each other face-to-face. Students can work together on a shared task or project.

1.



Microsoft Teams is a collaboration platform that allows you to host online lectures, communicate and share files with students and other colleagues.  
[Learn more about using Microsoft Teams](#)

2.



Zoom can also be used to host online lectures and tutorials. The teacher and students log in simultaneously to a meeting where they can communicate with one another.

[Learn more about using Zoom](#)

### 3. **BigBlueButton**

BigBlueButton is virtual classroom software that has been designed around the real-world needs of teachers, students, and schools.

[Learn more about using BigBlueButton](#)

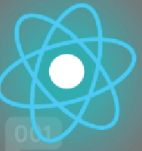
## 4. Polling Tools

Polling or audience response tools such as Mentimeter or Vevox are interactive presentation tools that help to engage students and allows them to contribute to polls and questions in real-time.

“You can use it to gauge student comprehension, test knowledge retention or as a fun way to break up learning”.

(Hanafin, 2020 [Mentimeter](#))

[How to make interactive presentations - Mentimeter](#)



5.

## FLIPGRID.

Flipgrid is a video discussion platform that allows teachers to see and hear from every student in a class and foster a fun and supportive social learning environment.

[Get Started with Flipgrid | Easy, Video and Text Instructions](#)



## 6. padlet

Padlet is an easy-to-use tool that allows students to collaborate online by posting text, images, links, documents, videos and voice recordings.

[Padlet Knowledge Base & Support \(helpdocs.io\)](#)



# Video/Screencasting Tools

Screencasting is a digital video recording of your computer screen and usually includes audio narration to create instructional videos. A great way to teach or share ideas, screencasts can be used for creating video lessons, training videos, recorded presentations or tutorials.

There are several free screencasting tools available or your school may have a license for one of these applications.

Screencast-o-matic, Camtasia and Panopto are some of the more popular screencasting tools used in education. There are also many other free or paid-for tools which you can use.

You can also use YouTube or Vimeo to create your own videos.



1.

SCREENCAST  MATIC

ScreenCast-O-Matic is a screen capture application that allows teachers to share and record their screen with students who are studying online and by distance learning.

[Beginner's Guide to ScreenCast-O-Matic's Free Screen Recorder](#)

2.

 TechSmith Camtasia™

Camtasia is a screen recording software and video making solution used to create, edit and share videos. [Camtasia Training](#)

3.

 Panopto™

Panopto is a video platform that can be used for teaching, training and presenting.

[Learn more about getting started with Panopto](#)



# Project Management & Planning Tools

As already mentioned, teaching online involves careful planning, scheduling and design of your course activities and assessments.

Project management tools such as Trello allow you to visually plan your course, organise your digital classroom and plan your teaching. You can organise your tasks and create a step-by-step plan of how you will deliver your course.

Slack can be used when collaborating with other teachers or students. It can be used to manage group projects, discussions or planning your e-learning course, using channels and instant messaging. Students can also use Slack to create an online community where they can communicate with one another and support each other's' learning.


# 1. Trello


Trello is a visual collaboration tool that allows you to plan and organise your coursework, your online classroom and collaborate with your colleagues. [Getting Started With Trello.](#)


# 2. slack


Slack can be used for planning your teaching curriculum and working on collaborative projects with your students or teaching colleagues. [Resources Library | Slack.](#)


# Interesting Sources

 Learning Management System  
Wikipedia

 The Ultimate Guide: What is Screencasting and Why Use it?

 What is an LMS? A Guide to Learning Management Systems

 Moving your course online: Five Things to Consider

 Tech tools to enhance online and blended education



# Online Discussion Tools



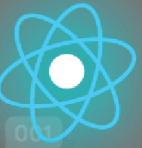
# Discussion forums

Discussion forums are a way for teachers to communicate asynchronously with their students. Forums are the most interactive part of the online classroom as they provide students with an opportunity to interact with one another and with the teacher. Teachers can use discussion forums to ask questions on a topic, prompt responses to course content and seek opinions and feedback from students.



This Photo by Unknown Author is licensed under [CC BY](#)

Creating engaging discussion forums can help to create a **sense of community** which is especially important in the online environment as students can often feel isolated or alone.



# Types of forums

There are two main types of forums:

**1. News/Announcement forums** – This is where the teacher communicates important information or updates to students, for example, welcome messages, changes to timetable or activity, exam dates etc.

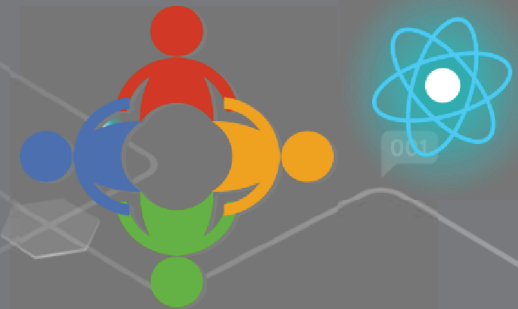
Most LMS's automatically create a news forum on each course page.

**2. Discussion forums** – where students can discuss a topic, interact with each other and share knowledge asynchronously.

Most LMS's have a Forum activity which teachers can set up to facilitate discussions.



# Benefits of using discussion forums



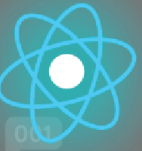
- Helps to establish a social presence and a sense of community, which encourages peer-to-peer interaction and helps to create emotional connections.
- Improves student learning and create greater feelings of satisfaction with the course.
- Encourages peer to peer interaction where students answer each others questions. This will also save the teacher time as they do not have to answer every individual query and everybody can see the responses.
- Provides a space where students can collaborate and provide feedback on each others' posts.
- Provides equal opportunities for students to actively contribute and share their views, opinions and knowledge.

# Communication

In face-to-face teaching, non-verbal cues and gestures can let us know if information is being understood, if the students are interested or they need further clarification.

However, when teaching in an online environment we cannot rely on things like facial expressions, body language, tone of speech and reactions to tell us if students are interested or if they are struggling. This can lead to frustration, miscommunication and lack of engagement with the course.

In an online classroom, the teacher is required to take on the role of a facilitator or '**e-moderator**'.



“

“The essential role of the e-moderator is promoting human interaction and communication through the modelling, conveying and building of knowledge and skills”

- Gilly Salmon



# Promoting active participation

Active participation means asking students to do something that is directly related to the topic or module content. This increases their ability to retain and process information and demonstrate their knowledge on the topic. This also gives teachers a checkpoint so that they can provide feedback and guidance to the student on their learning.

Some ways to encourage active participation in discussion forums include:

- Welcome students and outline the details of the module, including any supporting links or guides
- Highlight the importance of engaging with online tasks and contributing and responding to peers.
- Respond and react quickly to queries at the beginning to help students develop confidence.
- Use the LMS analytics to monitor activity, access, engagement etc
- Explain clearly how to engage online, eg netiquette guidelines and examples of a good post.
- Help students get to know one another - use ice-breakers, ask them to share a little about themselves etc
- Help learners see the value in what each other has to say by encouraging sharing of ideas
- Offer constructive and actionable feedback. Provide students with an opportunity to put feedback into practice.
- Ask students for feedback on their learning experience, use feedback to improve course design



# Things to consider!

- Some students are reluctant to participate in discussions and prefer to observe because they do not feel comfortable presenting their ideas in writing.
- Others may post offensive messages or provoke an argument. This can create a negative environment and divert from the original discussion.
- Discussion forums can be difficult to manage if there is a large class.
- Some students may dominate the conversation.
- Managing and replying to forum posts can be time-consuming.
- Encourage the use of media in posts. It can potentially make a discussion more engaging. Consider a thread that is a video or audio recordings, images etc

# Moderating Forums

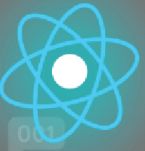


At the beginning of the course, it is good to establish rules for use of the forums and explain these so that students know how to use them correctly. Tell your students how to reply to other posts, how to create new topics and how to add attachments, how to start a new thread etc.

For these reasons, it is essential that forums are monitored by a moderator or facilitator who:

- Welcomes students and ensures that they can access all the resources
- Establishes rules for the use of discussion forums and communicates what is expected.
- Encourages use of, and contributes to forums with new posts to encourage participation of all.
- Appreciates and thanks students for their contributions.
- Engages students in the discussion by initially facilitating the discussion and then gradually taking a step back to allow students to interact and to share their knowledge with one another.
- Reviews and manages inappropriate messages and resolves these situations.
- Extract and summarise the main findings and points for further discussion and reflection.

# Online Etiquette (Netiquette)



Netiquette is short for "Internet etiquette." It is defined as *"the rules of etiquette that apply when communicating over computer networks, especially the Internet."* ([Dictionary.com](https://www.dictionary.com))

It is a code of conduct and good behaviour on the Internet and covers online communication associated with email, social media, chat rooms and discussion forums.

Providing a set of rules for engaging with discussion forums can help to reduce the number of misunderstandings and establish a more positive learning environment. Your school may have a template or guidelines that you can use, or you can create your own. Here are some resources that may help you:

- [Discussion Board Etiquette \(video\)](#)
- [10 Netiquette Tips for Online Discussions](#)
- [Online Etiquette: 14 Netiquette Rules Online Students Should Know](#)

# Test yourself

Question 1:

A combination of synchronous and asynchronous learning provides the best learning experience.

- a) True**
- b) False

Question 2:

What does UDL stand for?

- a) Understanding Digital Learning
- c) Universal Design for Learning**
- b) Universal Digital Learning
- d) Understanding Digital Literacy



# Test yourself

Question 3:

List the five steps in the ADDIE model:

**1. Analysis**

**2. Design**

**3. Development**

**4. Implementation**

**5. Evaluation**

Question 4:

Teaching online means doing the same thing you do in a face to face classroom in an online space:

a) True

**b) False**

# Test yourself

Question 5:

Technology should support pedagogical outcomes, not define them

a) True

**b) False**

Question 6:

Creating engaging discussion forums can help to create a sense of community when learning online:

**a) True**

b) False

# Test yourself

Question 7:

Netiquette stands for 'Internet etiquette'

**a) True**

b) False

Question 8:

Providing a set of rules for engaging with discussion forums can help to reduce the number of misunderstandings and establish a more positive learning environment.

**a) True**

b) False

# Summary – key takeaways

In this unit we have looked at the using online resources and using discussion tools. You should now be familiar with the following:

1. Considerations when teaching online – your students and the design process
2. Moving your course online and using digital teaching methods to replace traditional classroom teaching and learning
3. Use of digital tools for creating and delivering online content, digital tools for communicating and collaborating, tools for planning and managing your teaching
4. The importance of online discussion tools in e-learning and how to manage/moderate online forums



# Continuing professional development in digital education for VET

This training material is one of the outcomes of the Erasmus+ project: **“Continuing professional development in digital education for VET”** and it has been created to help teachers across Europe to address the challenging situation in online training delivery in VET.

The CPD program consist of three independent parts:

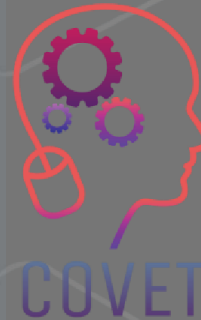
- Training modules
- Instruction set of sample online lessons
- Guide to the CPD training program

All project outputs have been produced by seven partners from seven European countries working together:

- ProEduca z.s., Czech Republic
- Archivio della Memoria, Italy
- Asociatia Pentru Sprijinirea Initiativelor Educationale, Romania
- Solution Based Training & Consultancy (SBTC), Turkey
- CEBEM FORMACIÓN PROFESIONAL SL (Daniel Castelao), Spain
- TUS Midwest, Ireland
- Northern Regional College, UK

All materials are available (downloadable) free of charge from the project web-page: <https://www.covet-project.eu/>





Erasmus+

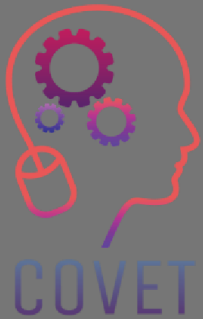
Continuing Professional Development  
in Vocational Education and Training  
2020-1-CZ01-KA226-VET-094350



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

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# Continuing professional development in digital education for VET



## Module 2: E-Learning for VET Teachers Unit 2.4: Assessment Process in E-learning



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of the European Union

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This training material is a part of the  
Continuing Professional Development (CPD) training program:  
Digital Training Delivery in Vocational Education and Training.

Entire training program is available at: <https://www.covet-project.eu/>

# Module 2: E-Learning for VET Teachers

## Unit 2.4: Assessment Process in E-learning

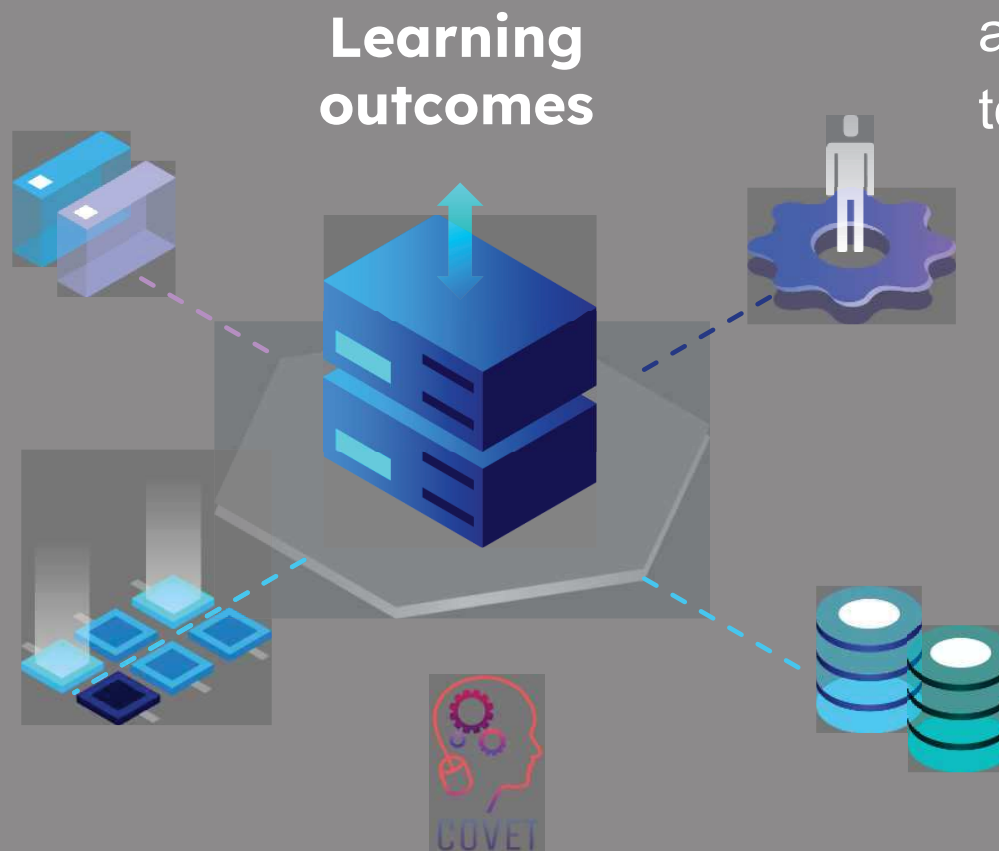




# At the end of this Unit you will be able to:

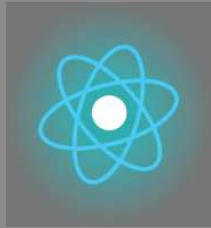
...understand best practices for assessment and feedback in your context.

...apply best practice principles of assessment in your module.

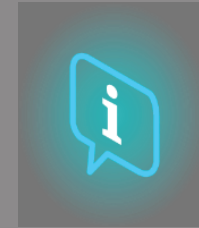


...decide what assessments are best to use in your module.

...know how to develop and use a grading rubrics.



The second part represents a delving into the issue that collects suggestions, ideas, and more details to explore.

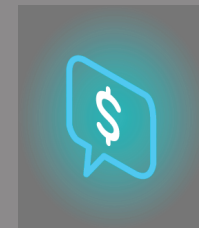


The third part is a collection of videos, testimonials, written documents, cartoons, etc. to explore the focused issue surfing the Internet.



The first part let you to focus on the issue by an analysis of the Unit key words and by an expositive short text.

## Each Unit is composed of 4 parts



The fourth part is a testing section through which you can test yourself and reflect on what you learnt.



# Content of the Unit

- Principles of assessment
- Different types of assessment
- Using grading rubrics
- Providing feedback to learners



# Online Assessment

How do you know that your students have learned what you intended them to?

In order to do this, you need to think about assessing your students, for example setting them a final exam, a practical assessment, an essay or a report. Assessments such as these provide important information that tell us how students learned, how well they learned it, and where they struggled.

However, in the online environment, some traditional assessment methods might not work as well as in face-to-face teaching.

In this unit we will take a high-level overview of the principles of good assessment, different types of e-assessment and feedback. We will also look at grading rubrics and how we can design our assessment to follow best practice.

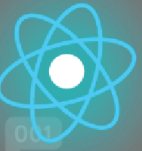


# Why do we assess?

We assess students work so that both the teachers and the students can see what students know, and what they need to know in order to improve.

As well as providing a grade or mark to a student, assessment should also be designed to help students to learn and to engage with their studies. Assessment can help teachers to develop a picture of their students and their journey towards understanding and achieving the learning outcomes that have been set for them.

Assessment should integrate grading, learning and motivation for your students.



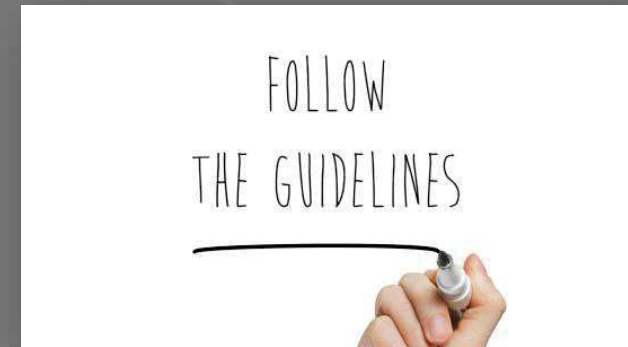
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*“The most important thing we do for our students is  
assess their work.”*

-Race, 2009



# Assessment Policies



The decisions you make in how you assess your students are usually determined by policies of the school in which you teach and set principles that they may have. Each VET school will have their own policies for dealing with assessment and feedback, to ensure the quality and consistency of the students' experience over the various courses that they take.

It is important to be aware that these policies exist and to find out where to access them, should you need to read more.

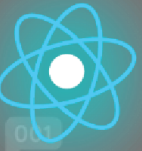


# Deep and Surface Learning

Students tend to approach learning in one of two ways, broadly defined as 'surface' and 'deep' learning.

Surface learning involves a basic engagement with the content, for example, memorising facts without understanding, while deep learning occurs when students engage with the task meaningfully and aim to understand underlying theories and principles. The approach a student takes to learning will frequently depend on the task and the situation.

It is important to try to encourage deep learning through assessment, and a positive learning experience can be created through careful alignment of assessment to learning outcomes.





“

“What and how students learn depends to a major extent on how they think they will be assessed.”

-Biggs, 1999



# Aligning assessment and outcomes

There should be an overall alignment in your modules, with all activities and assessments contributing to the achievement of the learning outcomes that you have stated at the beginning of the module.

It is important that you carefully consider these outcomes when planning what assessments you will use to help you align your modules and so that you can measure achievement of these outcomes.

With each assessment, you should check back to the module learning outcomes to ensure that you are assessing the skills you need the students to achieve.

This will help to motivate your learners to engage with the assessments and to see their value and purpose.



# What to consider

We have looked at ways in which we can get students to obtain the skills and knowledge that they need. We now need to look at how we will assess what they have learned.

When doing this consider the following:

- What are you trying to assess?
- What types of skills and knowledge do your students need to have when they finish the course?
- What is the best way for the student to acquire and demonstrate their knowledge and skills?
- What is the best way to do this in an online environment? What tools will you use?



# Authentic Assessment

Assessment techniques allow students to replicate the work they will need to do in the relevant profession are often referred to as 'Authentic Assessment'.

Authentic assessment is a form of assessment which involves students conducting 'real world' tasks in meaningful contexts (Swaffield, 2011). The outcomes of an authentic assessment should be in the form of a product or a performance. Teachers should carefully consider the tools used to deliver the assessment task.

Examples:

Demonstrations, simulations, musical performance, product development, business plan, design project, interviews, blogs/vlogs, case studies.

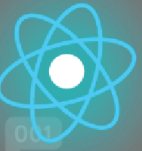


# Student Engagement

Students are much more engaged when they can see the relevance of the assessment, when they can actively learn through the process of assessment, when assessment is considered to be fair, and when they can enjoy it.

Some ways that you can motivate and generate engagement with assessment are:

- Include an element of choice (allows students to complete assessments using different formats such as video, audio, text).
- Make assessments challenging.
- Discuss approaches to assessment with students in advance.
- Provide examples of high quality answers so students know what is expected.
- Provide overview and personalised feedback.
- Discuss the relevance of assessment to real-world context.



# Principles of Assessment

- Assessment should be designed to enhance student learning.
- Students should be assessed against learning outcomes and expected levels of performance.
- Assessment should provide reliable information of student achievement.
- Assessment should be fair and provide all students with an equal opportunity to demonstrate their learning.
- Assessment should allow students to develop their own abilities and evaluate their own and their peers work.



# Summative and formative assessment

Assessments can be summative, which means that the grade achieved for the assessment will be counted towards an overall mark for the module. They are usually completed at the end of a course to determine if students have achieved the learning outcomes.

Formative assessments are often used to teach a specific skill. They usually do not form part of the final grade and occur throughout the course to check understanding. They are an opportunity for the teacher to provide constructive feedback to the student and advice on how to improve for example quizzes, peer assessment.

Using a blend of both formative and summative assessments throughout a course can help to create meaningful learning experiences for students.



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# Summative and formative assessment

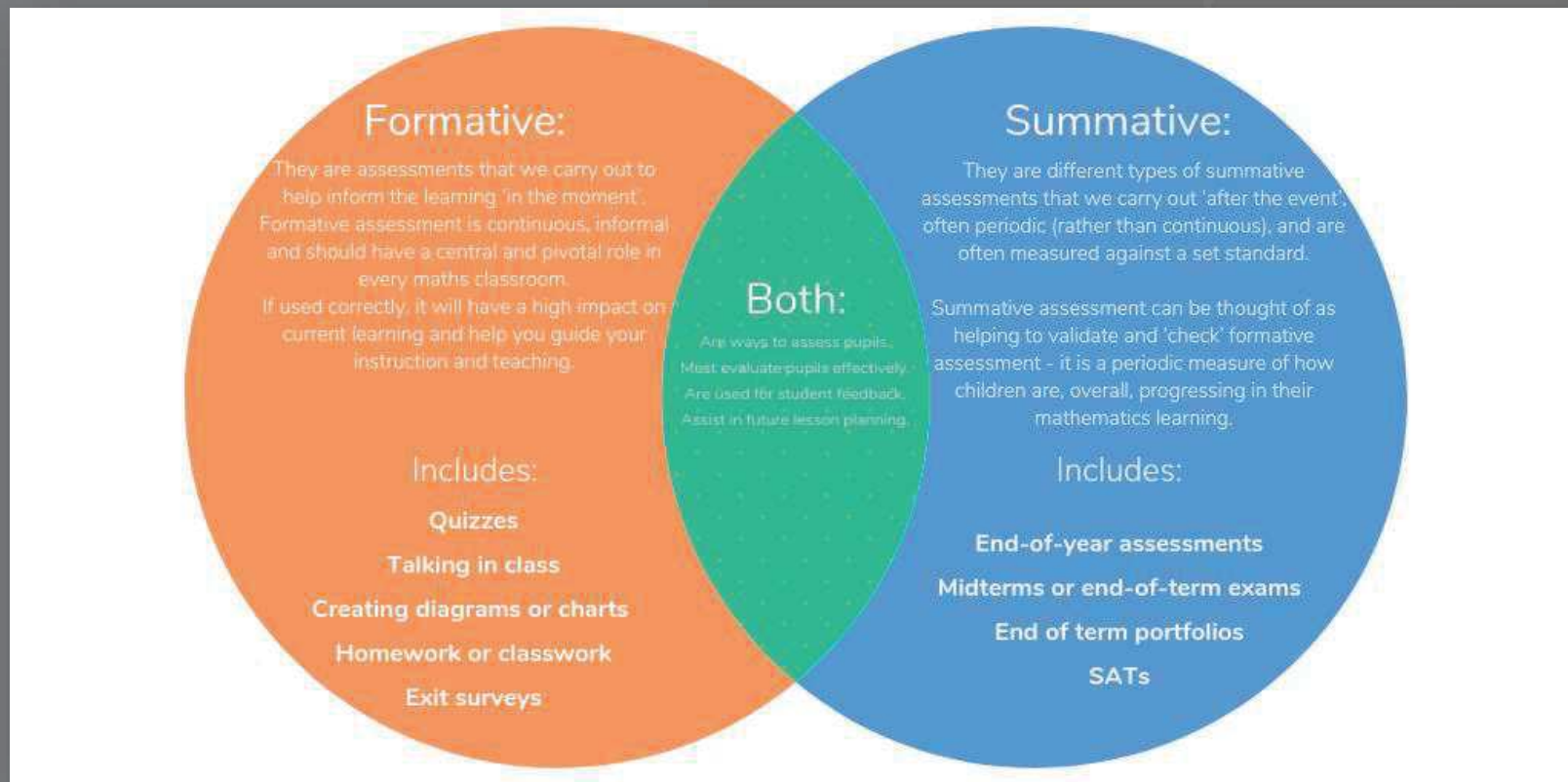
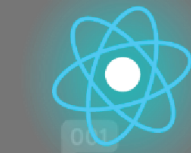


Image source: [Third Space Learning](#)





# eAssessment

E-Assessment involves the use of digital tools and devices to provide assessments, grades and feedback to the students.

These can be part of the LMS or external tools.

Types of eAssessment:

- Multiple Choice Quizzes (MCQ's)
- Independent/group work using digital tools
- Short answer, free text responses, essays (LMS based)
- Blogs and wikis, social networking
- Online polls
- Games-based assessment



# eAssessment Tools

eAssessment enables the teacher to collect evidence that students have met the required standard of learning using digital devices, tools and apps. The use of technology can reduce the workload for teachers and trainers by monitoring student progress, facilitating feedback and providing automated feedback to students and allowing teachers to assess and adapt their teaching strategies.

The European Framework for the Digital Competence of Educators (DigiCompEdu) has included assessment as one of the key areas of competence and states that teachers need to be competent in using digital technologies for formative and summative assessment.





# Types of eAssessment

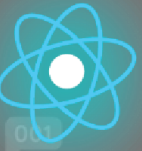
E-assessment tools for teachers are a necessary part of online and distance learning. Most traditional, classroom assessment methods can be used to assess students online, but they may need to be managed differently. There may also be some new online assessment methods which you haven't considered using before. Below are some examples:

	Discussion forums	Quizzes	Case studies	Reflective Journal	Online presentation	E-portfolio	Virtual lab/game	Collaborative project
Formative Assessment	X	X	X	X			X	
Summative Assessment		X	X	X	X	X	X	X

# Advantages of eAssessment

E-Assessment provides opportunities and advantages to teachers, students and schools.

- It is more efficient and flexible. Assessments can be delivered and graded digitally. This saves time for the teacher and the student.
- Feedback can be provided immediately.
- A variety of assessments can be used.
- It can be engaging – use of virtual simulations, gamification and multimodal forms of assessment using video, audio and other media.
- Improves the student experience.
- Provides reporting, tracking and analytics of assessment.



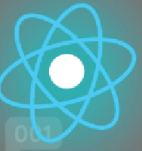
# Grading Rubrics

Grading rubrics are a set of criteria for students work that distinguishes between different standards of achievement and performance. They provide:

- A clear set of criteria or expectations;
- An explanation of the exact skills needed to achieve the learning outcomes
- A standard against which to judge your students' work

Rubrics can be built into most LMS's and can provide automated feedback to students.

Your school or teaching team may have a specific grading rubric which they wish to use.



# Sample Rubric

<b>CRITERIA/ PERFORMANCE</b>	<b>1 NEEDS IMPROVE- MENT</b>	<b>2 FAIR</b>	<b>3 GOOD</b>	<b>4 EXCELLENT</b>
The student pronounces the vocabulary related to the topic correctly.				
The student uses the vocabulary related to the topic (conversation strategies) correctly.				
The student shows command of the grammatical structures related to the topic.				
The student delivers his/her ideas clearly (delivery, command of the topic).				
The student fulfils the task (content, timing, and materials).				

Image source: [ISL Collective](#)

# Feedback

Providing feedback to your students helps them to improve their skills and to learn from their mistakes.

Principles of feedback:

- Feedback should be timely.
- Feedback should be positive.
- Feedback should be specific.
- Feedback should be aimed at the work, not at the person
- Feedback should be constructive, offering suggestions for improvement



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# Why is feedback important?

- Improves student performance
- Improves confidence, engagement and motivation
- Identifies strengths and weaknesses
- Identifies gaps between current and desired performance
- Creates independent learners who take responsibility for their own learning



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COVET



# Interesting sources



E-Learning  
Assessment Methods  
to Track Learner  
Progress Online



Effective Assessment in a  
Digital Age  
JISC



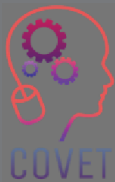
Create your own rubrics  
online iRubric  
RubiStar



5 Best Online Assessment  
Tools for Teachers



5 Guidelines for Developing  
Good Online Assessments



# Test yourself

Question 1:

Traditional assessment methods are always successful when assessing students online?

a) True

**b) False**

Question 2:

Assessment should integrate grading, learning and motivation for your students.

**a) True**

b) False

# Test yourself

Question 3:

What and how students learn depends to a major extent on how they think they will be assessed.

**a) True**

b) False

Question 4:

Deep learning involves a basic engagement with the content, for example, memorising facts without understanding.

a) True

**b) False**

# Test yourself

Question 5:

Which of the following is an example of 'authentic assessment':

a) Essays

**b) Case studies**

c) Multiple choice quizzes

d) Written exams

Question 6:

Deep learning involves a basic engagement with the content, for example, memorising facts without understanding.

a) True

**b) False**

# Test yourself

Question 7:

Using a blend of both formative and summative assessments throughout a course can help to create meaningful learning experiences for students.

**a) True**

b) False

Question 8:

Rubrics can be built into most LMS's and can provide automated feedback to students.

**a) True**

b) False

# Summary – key take-aways

In this unit we have looked at assessment and you should now be familiar with the following:

1. Why we assess our students and how assessment can help both the student and the teacher to identify what they have learned as well as gaps in learning
2. Why it is important to align assessments to learning outcomes
3. How designing authentic assessments can help to engage students and to transfer learning
4. The differences between deep and surface learning, formative and summative learning
5. What e-assessment is and different types of e-assessment that you can use in your own context
6. How to use grading rubrics and provide feedback to students



# Continuing professional development in digital education for VET

This training material is one of the outcomes of the Erasmus+ project: **“Continuing professional development in digital education for VET”** and it has been created to help teachers across Europe to address the challenging situation in online training delivery in VET.

The CPD program consist of three independent parts:

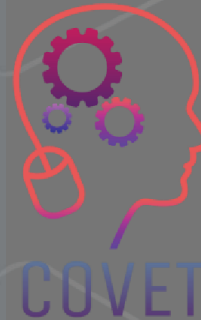
- Training modules
- Instruction set of sample online lessons
- Guide to the CPD training program

All project outputs have been produced by seven partners from seven European countries working together:

- ProEduca z.s., Czech Republic
- Archivio della Memoria, Italy
- Asociatia Pentru Sprijinirea Initiativelor Educationale, Romania
- Solution Based Training & Consultancy (SBTC), Turkey
- CEBEM FORMACIÓN PROFESIONAL SL (Daniel Castelao), Spain
- TUS Midwest, Ireland
- Northern Regional College, UK

All materials are available (downloadable) free of charge from the project web-page: <https://www.covet-project.eu/>





Erasmus+

Continuing Professional Development  
in Vocational Education and Training  
2020-1-CZ01-KA226-VET-094350

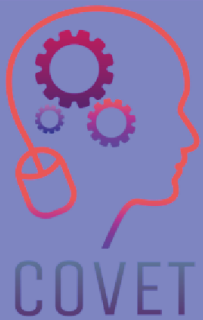


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# Continuing professional development in digital education for VET



## Module 3: Online Resources & Activities Unit 3.1: Online Resources: (Re)use and Evaluation



Co-funded by the  
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# Module 3: Online Resources & Activities

## Unit 3.1: Online Resources: (Re)use and Evaluation



# At the end of this Unit you will be able:

...to identify and analyse O.E.R.

...to evaluate online resources .

...to identify and differentiate online repositories.

...to use and reuse online resources.





The second part represents a delving into the issue that collects suggestions, ideas, and more details to explore.



The third part is a collection of videos, testimonials, written documents, cartoons, etc. to explore the focused issue surfing the Internet.



The first part lets you to focus on the issue by an analysis of the Unit key words and by an expositive short text.

## Each Unit is composed of 4 parts



The fourth part is a testing section through which you can test yourself and reflect on what you learnt.

# Content of the Unit

- Open Educational Resources (O.E.R.)
- Online Repositories
- (Re)use of the online resources
- Evaluation of the online resources



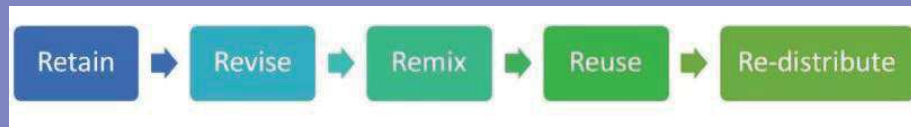
“

O.E.R : “educational materials and resources that are publicly accessible meaning that they are openly available for anyone to use and under some licenses to re-mix, improve and redistribute.”

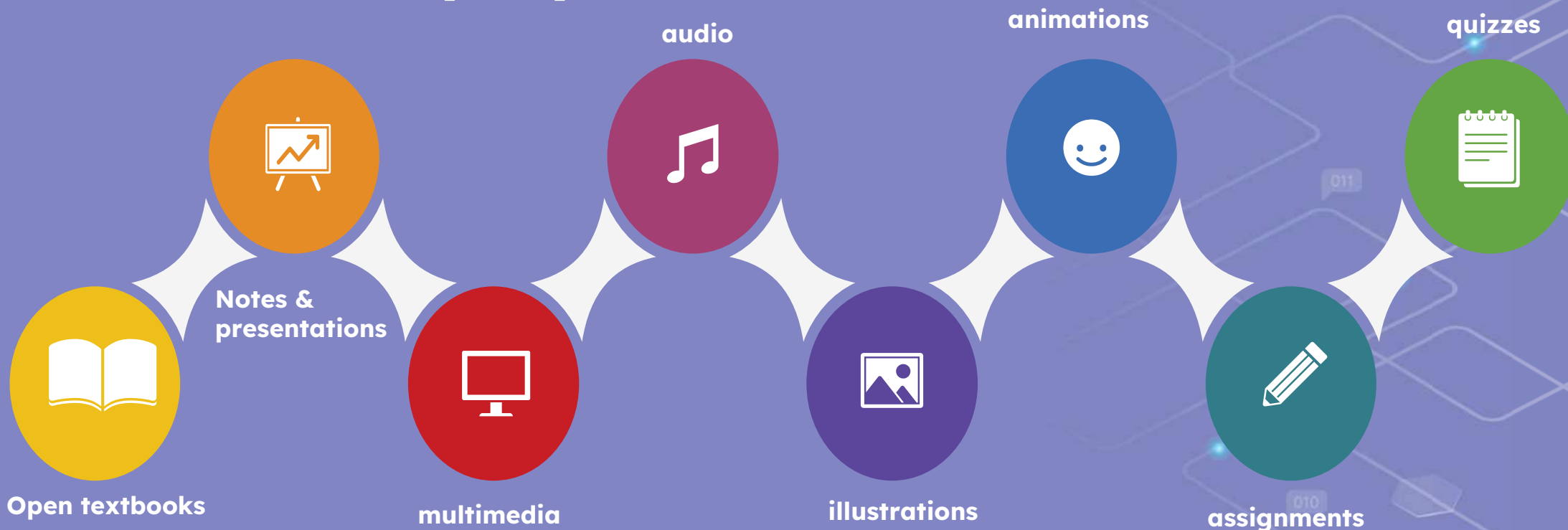
- Steven Bell

# Open Educational Resources (O.E.R.)

- Can be accessed for free, without requesting permissions
- 5 R's:
  - Retain – you can have the resource forever
  - Revise – you can adapt, amend or translate it
  - Remix – you can join with another resource to make a new one
  - Reuse – you can use the work for yourself
  - Re-distribute – you can share with others



# What teaching, learning and research materials could be used as O.E.R. for educational purposes?





# images



# videos



# audio



# Copyright laws

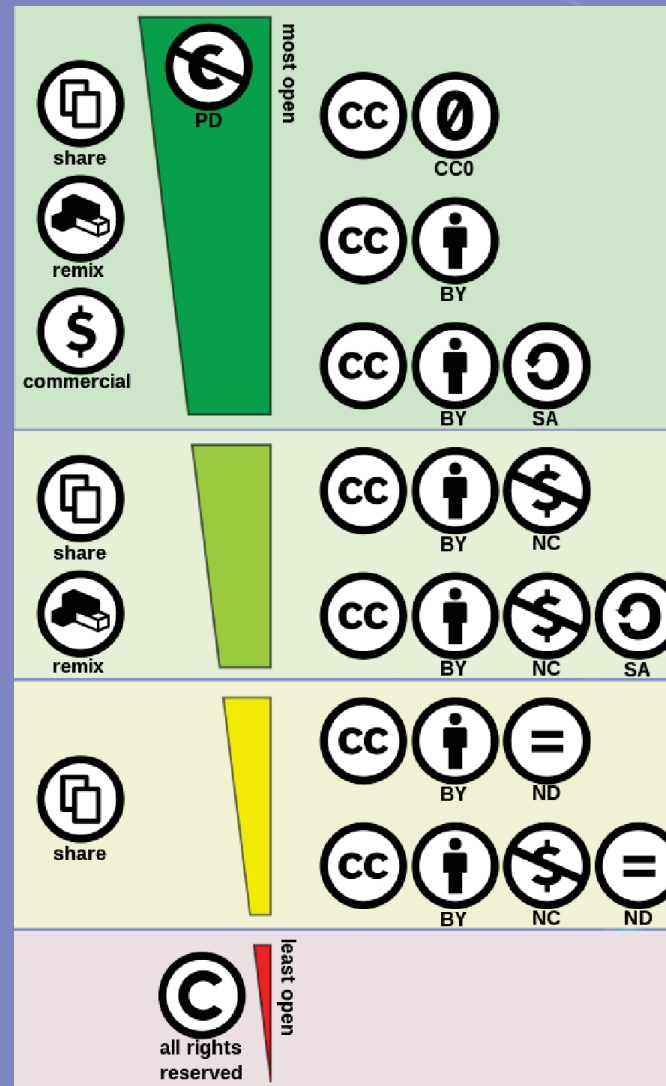
The competence to change the content is a key feature of OER, offering people the possibility to customize it for their use, for example by adding or replacing examples or photos, enlarging definitions, or mixing various OER to create a multimedia resource, a course set, or another pack of enhanced resources.

The original author (or copyright holder) of the resource indicates their wish for others to use and modify the resources by applying for an open license. These licenses work with copyright laws to give users legal permission to use and/or modify a resource.



# Copyright laws

For OER, the most commonly used open licenses are Creative Commons licenses. Open Content is a term that is also frequently used to describe OER. If the content is copyrighted under traditional, all-rights-reserved copyright, then it's not OER.



# Activity: Use of a picture

Duration: 10'

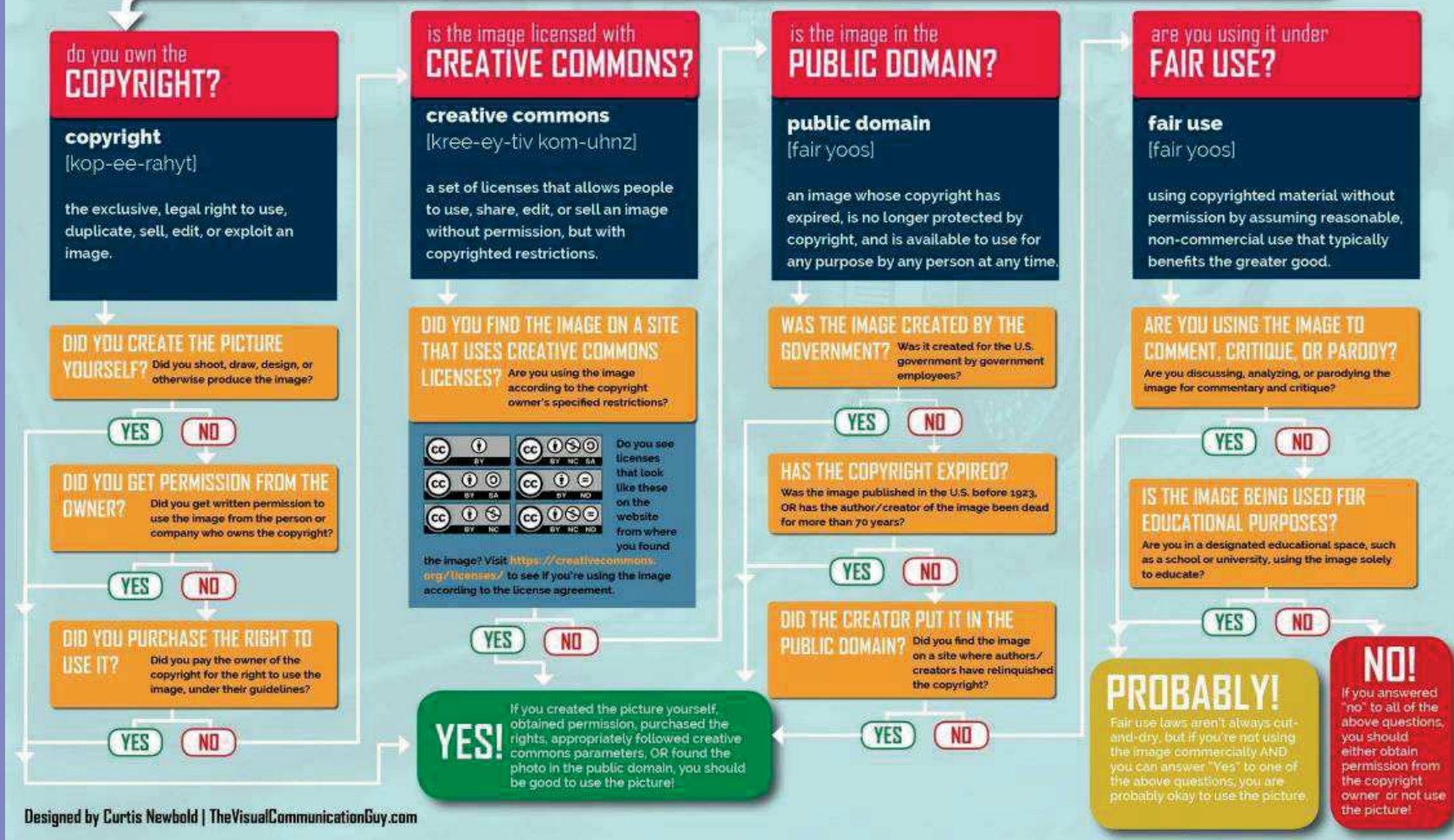
Search on Google the picture of a cat, then answer the questions on the right to establish the usage status.

Source: [Natcom](http://Natcom)

# CAN I USE THAT PICTURE?

REVISED!  
(and simplified)

[a "picture" is any photograph, drawing, cartoon, logo, icon, infographic, chart, graph, work of art, or doodle you want to use for some purpose]



# 1.600.000.000

Interesting fact:

According to Sheila Curran Bernard and Kenn Rabin, “as of the beginning of 2020, over 1.6 billion works covered by Creative Commons licensing had been posted by their creators on sites including Flickr, Wikipedia, YouTube, Internet Archive and Vimeo.”

# Online Repositories

## Definition

Subject repositories are digital collections of research outputs on a certain subject or discipline, created especially for those studying the areas.

The publications included in these repositories may or may not be peer-reviewed. They are distributed globally and searchable on the Web

## Repository search

Each educational unit has created its own list of online repositories to help their students.

Past research included several walks to the library and many hours of books study, but nowadays we have thousands of libraries within the distance of a click.



# Online Repositories



## By content

- Raw research data
- Derived research data
- full-text preprint scholarly papers
- full-text peer-reviewed final drafts of journal and conference proceedings papers
- Theses
- full-text original publications (institutional or departmental technical reports)
- learning objects
- corporate records (staff and student records, licences, etc.)

## By primary functionality

- enhanced access to resources (resource discovery and location);
- subject access to resources (resource discovery and location);
- preservation of digital resources;
- new modes of dissemination (new modes of publication);
- institutional asset management;
- sharing and reuse of resources.

## By coverage

- personal (author's personal archive);
- journal (output of a single journal or group of journals);
- departmental;
- institutional;
- inter-institutional (regional);
- national;
- international.

## By target user group

- learners;
- teachers;
- researchers.

Source: [Sciencedirect](#)



# Activity: Find online repositories

Duration: 20'



Always check the  
copyright page of  
a website

Choose a topic you are interested in and search for resources. Try to make use of an OER repository already mentioned.

Try to find one or two resources from your search, then take a few minutes to consider:

1. The quality of this resource:
  - ✚ Who created it?
  - ✚ Does it look to be accurate and well presented?
  - ✚ Are there any reviews or information from trainers who have used it?
2. The appropriateness of this resource to your audience:
  - ✚ Does it need editing or introduction?
  - ✚ Would it combine well with any other materials used?
3. The license:
  - ✚ Is it clear how the resource is licensed?
  - ✚ What does this allow you to do with it?
  - ✚ Do you need to attribute or ask for any permissions?

Source



# How to (re)use online resources



## Don't reinvent the wheel

The internet has numerous sources for every need a trainer might have for his/her students. Just improve your search skills to go straight to the resource you intend to use.



## Just search

Google is the best searching tool for materials, no matter what the subject, and people do not need special searching skills or various ICT training courses. Google has developed interesting search tips that help people find the exact information more efficiently and quicker than years ago.

# A picture is worth a thousand words



## Example of OER development

**Original diagram in a PhD thesis ...**

**Improved and adapted for the Portuguese context ...**

**Translated into Greek ...**

**Adapted and translated to Spanish ...**

**Adapted at the University of Cape Town**

*Michael Paskevicius – Introduction to Open Educational Resources 2012 (CC-Attrib-ShareAlike)*

# How to evaluate online resources



When evaluating a material, ask yourself these WH-question words:

**WHO** published the content, the expert in the subject who first created it; verify the author's background to certify credentials

**WHAT**: is the information contained based on fact or opinion? Is it authentic? Is it exhaustive?

**WHEN**: is the content new or outdated? Do the links still function?

**WHY**: will the information inform you or convince you?



Created by WEBTECHOPS LLP  
from the Noun Project

If what you found is not appropriate you can always search for other sources which are known for their credibility.

# How to evaluate online resources - example

Search the website: ResearchGate. You've probably used it in your research. Go to <Copyright> page and report what is allowed to be used and what is not.



# Interesting sources



According to Sheila Curran Bernard and Kenn Rabin, “as of the beginning of 2020, over 1.6 billion works covered by Creative Commons licensing had been posted by their creators on sites including Flickr, Wikipedia, YouTube, Internet Archive, and Vimeo.” (*Curran Bernard, Sheila and Rabin, Kenn. Archival Storytelling: A Filmmaker’s Guide to Finding, Using, and Licensing*)



More on O.E.R. in this video by Lance Eaton



This funny and animated video explains the CC licenses



David Wiley speaks about the five types of permissions for the types of content provided by a trainer.



MATC Libraries develop more the evaluation of the resources in this video here

# Test yourself - 1

Question 1:

What does O.E.R acronym mean?

- a) open education reach
- b) out educational resource
- c) open educational resource

Question 2:

What resources can't be used as O.E.R?

- a) notes, presentations and illustrations
- b) all-rights-reserved books
- c) animations, quizzes and multimedia

Question 3:

What is Creative Commons?

- a) a monitoring department
- b) open sharing using licenses
- c) creative copyright

# Test yourself – correct answers

Answers to test:

1. C
2. B
3. B

# Summary – key take-aways

1. Open educational resources are free and they are waiting to be used by anyone.
2. Teachers can edit and adapt resources according to their subject and their students' needs
3. If you understand the Creative Commons terms of use, the O.E.R world belongs to you as you will have very happy students.
4. Resources evaluation is a must as various materials circulate without proper assessment.





# Continuing professional development in digital education for VET

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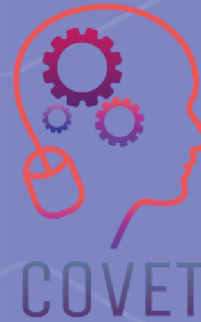
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Erasmus+<sup>010</sup>

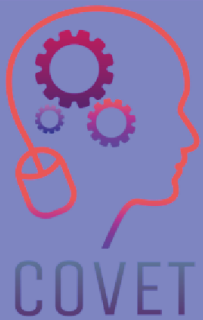
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2020-1-CZ01-KA226-VET-094350



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# Continuing professional development in digital education for VET



## Module 3: Online Resources & Activities Unit 3.2: How to design online activities



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# Module 3: Online Resources & Activities

## Unit 3.2: How to design online activities



# At the end of this Unit you will be able to:

... design an online activity.

**Learning outcomes**

...differentiate between the 5 stages of the instructional model presented.

...identify appropriate online tools for your activity.

...develop an online lesson in a better way.





The second part represents a delving into the issue that collects suggestions, ideas, and more details to explore.



The third part is a collection of videos, testimonials, written documents, cartoons, etc. to explore the focused issue surfing the Internet.



The first part lets you to focus on the issue by an analysis of the Unit key words and by an expositive short text.

## Each Unit is composed of 4 parts



The fourth part is a testing section through which you can test yourself and reflect on what you learnt.

# Content of the Unit

- Designing online activities framework
- The 5 Es instructional model
- The 5 Es online instructional model



Created by Tomas Knopp  
from the Noun Project



“

“The sole purpose of eLearning is to teach.”

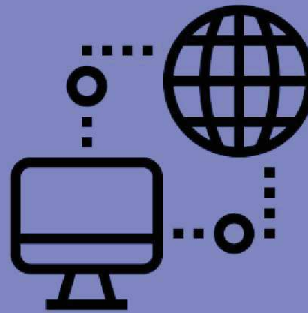
- Christopher Palm



# Designing online activities framework

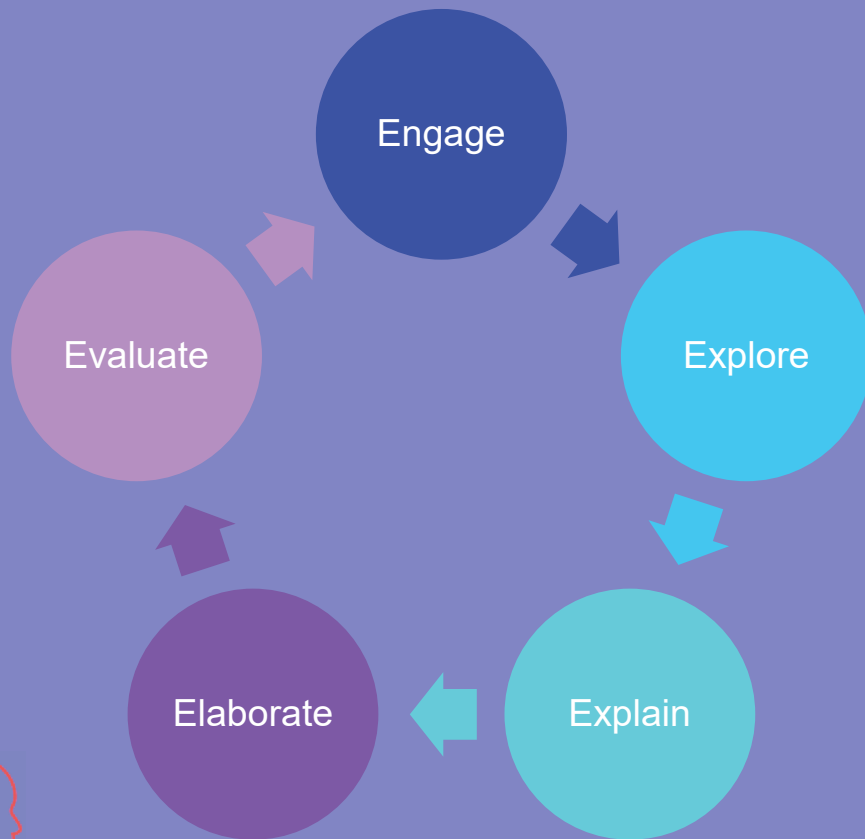


Teaching online activities for your students does not mean putting aside the textbook and reinventing your whole teaching approach. Most of the already proposed activities to teach in class can be recycled and adapted for online activities as long as they remain student-centred. But you need to take into account some teaching models when designing a certain type of lesson whether online, hybrid or on site.



Created by monkik

# Designing online activities framework



A constructivist instructional model based on five elements for the development of an online lesson: the 5 Es model

It is an example of inquiry-based learning, in which students ask questions, decide what information enhances their understanding, and then self-assess. This model underlies on the principles of cognitive sciences developed by the Biological Sciences Curriculum Study (BSCS) in 1987, later the proposal drew on other teaching models such as the Atkin-Karplus Learning Cycle, or the Science Curriculum Improvement Study (SCIS) learning cycle. The adaptation for online teaching has been developed by Catlin Tucker.

# Designing online activities framework

## ENGAGE



Online activities	Online tools
<p>Brainstorm</p> <ul style="list-style-type: none"><li>✓ What do you think?</li></ul> <p>Ask questions</p> <ul style="list-style-type: none"><li>✓ What do you wonder? What are you curious about?</li></ul> <p>Access prior knowledge</p> <ul style="list-style-type: none"><li>✓ What do you know? How did you learn it?</li></ul> <p>Pique their interest</p> <ul style="list-style-type: none"><li>✓ What do you see, think, wonder when you see this image, watch this video, or hear this story?</li></ul>	<p>Padlet</p> <p>Google Classroom Question</p> <p>Jamboard</p> <p>Learning Management System (LMS) online discussion feature</p> <p>Mentimeter</p>

# Designing online activities framework

## EXPLORE



Online activities	Online tools
<p>Conduct research</p> <p>Explore teacher-curated resources</p> <ul style="list-style-type: none"><li>• Watch videos</li><li>• Read Articles</li><li>• Listen to podcasts</li></ul> <p>Offline Task</p> <ul style="list-style-type: none"><li>• Conduct fieldwork</li><li>• Make observations</li><li>• Interview a family member</li></ul> <p>Crowdsourcing</p>	<p>Google Search</p> <p>YouTube</p> <p>Newsela, Smithsonian Tween Tribune</p> <p>InsertLearning</p> <p>Google Classroom Question</p> <p>LMS Online Discussion</p> <p>Shared Google Slide Deck</p> <p>Wakelet</p>

# Designing online activities framework

## EXPLAIN



Online activities	Online tools
<p>Live presentations in class or in video conferencing session</p> <p>Recorded video explanations</p>	<p>Google Hangout or Zoom</p> <p>Screencastify (Chrome Extension)</p> <ul style="list-style-type: none"><li>• Share videos directly from Google Drives</li></ul> <p>FlipGrid</p> <ul style="list-style-type: none"><li>• Allow students to teach each other concepts by recording videos</li></ul>

# Designing online activities framework

## ELABORATE



Online activities	Online tools
<p>Make connections</p> <ul style="list-style-type: none"><li>▪ Connect concepts</li><li>▪ Connect concepts to life beyond the classroom</li><li>▪ Connect concepts to art, literature, music</li></ul> <p>Apply the learning to new or novel situations</p> <ul style="list-style-type: none"><li>▪ Tackle quirky real-world problems</li><li>▪ Document your process as a group</li></ul> <p>Explain how</p> <ul style="list-style-type: none"><li>▪ Articulate the process you would use to solve a problem or approach a particular situation</li></ul> <p>Student-created study materials and resources</p> <ul style="list-style-type: none"><li>▪ Take the information and design a review resource</li></ul>	<p>Quizizz Shared Google Docs, Slides, Drawings, Spreadsheets FlipGrid Quizlet Kahoot!</p>



# Designing online activities framework

## EVALUATE



Online activities	Online tools
<p>Assessments</p> <ul style="list-style-type: none"><li>• Project-based assessments</li><li>• Performance-based assessments</li><li>• Tests and quizzes</li></ul> <p>Video reflections</p> <p>Digital exit tickets</p>	<p>Quizizz</p> <p>Kahoot!</p> <p>Schoology quiz</p> <p>Google Forms</p> <p>Socrative</p>




# Here is your interactivity! Be creative!




A college professor holds online lecture from an empty classroom in Milan.  
Photograph: Matteo Corner/EPA





# Interesting sources


 Catlin Tucker defines here the 5Es to take into account when designing an online lesson

 Youtube video on engage stage

 Youtube video on explore stage

 Youtube video on evaluate stage

 Youtube video on explain stage.

 Youtube video on elaborate stage.

# Test yourself

A good teacher adapts quickly and becomes very flexible in time. Taking into account the 5 stages of the instructional model presented, choose a stage and design an online activity for a group of 15 students, any subject.

Allowed time: 15'

- Detail the tools used
- Involve all types of interaction
- Plan the activity in an engaging and meaningful manner.

# Summary – key take-aways

- The instructional model proposed has been adapted by Catlin Tucker for online activities
- Engaging stage - teacher works to gain an understanding of the students' prior knowledge and identify any knowledge gaps.
- Exploration stage - students actively explore the new concept through concrete learning experiences.
- Explanation stage - students synthesize new knowledge and ask questions if they need further clarification.
- Elaboration stage - gives students space to apply what they've learned.
- Evaluation stage - allows for both formal and informal assessment.



# Continuing professional development in digital education for VET

This training material is one of the outcomes of the Erasmus+ project: “**Continuing professional development in digital education for VET**” and it has been created to help teachers across Europe to address the challenging situation in online training delivery in VET.

The CPD program consist of three independent parts:

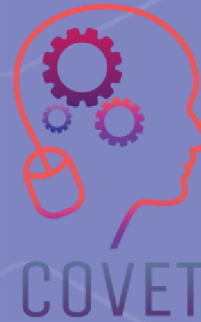
- Training modules
- Instruction set of sample online lessons
- Guide to the CPD training program

All project outputs have been produced by seven partners from seven European countries working together:

- ProEduca z.s., Czech Republic
- Archivio della Memoria, Italy
- Asociatia Pentru Sprijinirea Initiativelor Educationale, Romania
- Solution Based Training & Consultancy (SBTC), Turkey
- CEBEM FORMACIÓN PROFESIONAL SL (Daniel Castelao), Spain
- TUS Midwest, Ireland
- Northern Regional College, UK

All materials are available (downloadable) free of charge from the project web-page: <https://www.covet-project.eu/>





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