IO2. Training Course

Suitable elements – improve teaching and enhancing eLearning interactivity

Prepared by IHU Greece

1. Learning Outcomes Matrix

On successful completion of the Training Course, Higher Education staff, researchers, practitioners, adult educators, learning designers, and university support staff will be able to:

Learning Outcomes Axes	Knowledge	Skills	Attitudes
Axis 4: Identify the design elements suitable for the development of eLearning courses (how to improve online teaching and learning at HE, how eLearning practices can be integrated in HE courses, enhancing eLearning interactivity)	K4.1. Identify the design of development of eLearning courses	S4.1. design of development of eLearning courses	A.4.1. plan the development of eLearning courses
	K4.2. identify the eLearning practices that can be integrated in HE courses	S4.2. select the suitable design elements for eLearning courses	A.4.2. apply the appropriate design elements for eLearning courses
	K4.3. define eLearning practices that enhance eLearning interactivity	S4.3. create eLearning activities that enhance eLearning interactivity	A.4.3. appraise the effectiveness of elements seeking enhanced eLearning interactivity

1.1. Content Training

Organisation/Partner: International Hellenic University (IHU) GR	
Thematic axes (1-7)	4: Identify the design elements suitable for the development of eLearning courses (how to improve online teaching and learning at HE, how eLearning practices can be integrated in HE courses, enhancing eLearning interactivity)
Training time required	60 minutes
Contents	Topic 1: Improve Online Teaching as Instructor Topic 2: Rubrics and Guidelines for Online Course Design Topic 3: Provide Ongoing Feedback Topic 4: Usefulness of the E-learning content Topic 5: Activities Topic 6: Adult Learners (some key adult learning principles)
Synopsis of the content	This approach identifies the elements of e-learning that make it more effective. The elements that must be utilized during the design of the electronic courses are pointed out. It determines what the teacher should do in order to make the teaching more efficient. In the context of theory for adult education, teaching practices are proposed that enhance interaction and participation.
Presentation teaching resources (pptx)	**ONLINEHE_IO2_Axis4_Presentation_v2**
Learning outcomes matrix	K4.1. Identify the design of development of eLearning courses K4.2. identify the eLearning practices that can be integrated in HE courses K4.3. define eLearning practices that enhance eLearning interactivity S4.1. design of development of eLearning courses S4.2. select the suitable design elements for eLearning courses S4.3. create eLearning activities that enhance eLearning interactivity A.4.1. plan the development of eLearning courses A.4.2. apply the appropriate design elements for eLearning courses A.4.3. appraise the effectiveness of elements seeking enhanced eLearning interactivity
Proposed trainer	Polihronis Nikolaidis
Learning activities, material, and digital resources	Enrich lectures, questions / answers, brainstorming, leveraging the experience of the trainees, while practicing in the OPS software
Web Link and Apps	www.ion.uillinois.edu/initiatives/qoci/index.asp www.csuchico.edu/eoi/rubric.shtml www.diigo.com

	www.evernote.com
References/ online sources	Aloni, M., & Harrington, C. (2018). Research based practices for improving the effectiveness of asynchronous online discussion boards. *Scholarship of Teaching and Learning in Psychology, 4*(4), 271–289. https://doi-org.10.1037/stl0000121 Ding, L., Kim, C., & Orey, M. (2017). Studies of student engagement in gamified online discussions. *Computers & Education, 115*, 126-142. https://doi.org/10.1016/j.compedu.2017.06.016 Kim, M. K., Wang, Y., & Ketenci, T. (2020). Who are online learning leaders? Piloting a leader identification method (LIM). *Computers in Human Behavior, 105*, 1-15. https://doi.org/10.1016/j.chb.2019.106205 Ko, S. & Rossen, S. (2017). *Teaching Online A Practical Guide (4th Edition)*. New York: Routledge. Roddy, C., Amiet, D. L., Chung, J., Holt, C., Shaw, L., Mckenzie, S., Garivaldis, F., Lodge, J. M., & Mundy, M. E. (2017). Applying Best Practice Online Learning, Teaching, and Support to Intensive Online Environments: An Integrative Review. *Frontiers in Education, 2*, [59]. https://doi.org/10.3389/feduc.2017.00059 Rovai, A. (2007). Facilitating online discussions effectively. *The Internet and Higher Education, 10*, 77-88. https://doi.org/10.1016/j.iheduc.2006.10.001 Truhlar, A. M., Walter, M. T., & Williams, K. M. (2018). Student engagement with course content and peers in synchronous online discussions. *Online Learning, 22*(4), 298-312. https://doi.org/10.24059/olj.v22i4.1389

1.2.   Scenario

Organisation/Partner: International Hellenic University (IHU) GR	
Good practice supports	[determine what of the good practice of the toolkit, supports] ONLINEHE Toolkit
Scientific field	The scenario will be open to academics/instructors from various fields.
The Audience Profile	The audience includes academics, researchers, instructors that have teaching duties in a Higher Education institution/college.
Learning Needs - Cognitive objectives	The participants will learn about the e-Learning theoretical framework, and will be able to design and to develop an online course by understanding the role of instructor and the role of the learner in an online environment
Synopsis of the content	The scenario focuses on the practical application of the knowledge acquired during the theoretical session. Participants will work in groups and solve activities from ONLINEHE_IO2_Axix1_Annex3_Scenario worksheet

Teaching material (the required material and infrastructure)	[e.g., platform that will be used, educational software, etc.& the pptx file for the presentation] ONLINEHE_IO2_Axix1_Annex3_Scenario worksheet
Learning outcomes matrix	K1.1. Define e-Learning, its advantages and disadvantages of e-Learning K1.2. Name types of students and instructors in an online environment K1.3. List theories of learning S1.1. Explain different elements of e-Learning S1.2. Identify different types of learners to decide which is most appropriate for your subject area S1.3. Describe in broad terms the main theories of learning and discuss their implications for e-Learning A.1.1. Instruct trainees by using e-learning to obtain the best courses A.1.2 Act independently in finding the type of learners to use and combine them in designing online courses A.1.3. Instruct trainees how to determine the learning theories for clarifying curriculum development and delivery
Proposed trainer	[names and expertise of the trainer]
Description of learning activities - The approach and the structure of the scenarios	[detailed description of learning activities / text up to 500 words] In this part of the training, the trainees will complete Annex 3. The participants will work in group to answer the questions. – Annex 3 – 30 min The trainees will assess their learning style: http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml and will reflect on the results. – 10 min
Web Link and Apps	[list the relevant documents or outputs or web links] ONLINEHE toolkit
Assessment	[a description of the practice for assessing learning achievement] By completing the tasks proposed in Annex 3

Organisation/Partner: International Hellenic University (IHU) GR	
Good practice supports	Identifying design elements and using them in the development of eLearning courses. Demonstrate the use of a specific tool category as a design element (streaming multimedia software, eg OBS)
Scientific field	The scenario will be open to academics/instructors from various fields.
The Audience Profile	The audience includes academics, researchers, instructors that have teaching duties in a Higher Education institution/college.
Learning Needs - Cognitive objectives	The participants will learn how to setup and use a specific design and development tool for effective eLearning activities by following a coherent procedure and mastering technology that supports their purpose.

Synopsis of the content	The scenario is focused on the practical application of knowledge acquired during the theoretical session. The participants will have to design and develop their own eLearning activities, in groups, using a specific open-source tool (OBS):
	    a. Advantages/disadvantages of the platform
	    b. Installing OBS
	    c. Setting up and linking with streaming platform
	    d. Create and stream live a part of the demonstration
	    e. Creation of content by work teams
	    f. Presentation/feedback

Teaching material (the required material and infrastructure)	PC/Laptop, Internet Connection, notebooks, and pens The participants will have to use Open Broadcasting Software (OBS) to design their eLearning activities. ONLINEHE_IO2_Axis4_Scenario worksheet
Learning outcomes matrix	K4.1. Identify the design of development of eLearning courses K4.2. identify the eLearning practices that can be integrated in HE courses K4.3. define eLearning practices that enhance eLearning interactivity S4.1. design of development of eLearning courses S4.2. select the suitable design elements for eLearning courses S4.3. create eLearning activities that enhance eLearning interactivity A.4.1. plan the development of eLearning courses A.4.2. apply the appropriate design elements for eLearning courses A.4.3. appraise the effectiveness of elements seeking enhanced eLearning interactivity
Proposed trainer	Polihronis Nikolaidis

Description of learning activities - The approach and the structure of the scenarios	In this practical part of the training, the participants are asked to engage with the following scenario.
	1. Presentation of context and instructions. (max 5')
	First, the trainer gives the **following context:**
	"The University where you are working is engaging the use of multimedia broadcasting software for synchronous/asynchronous eLearning lessons. The participants will have to form teams and develop a 3-5 minute lesson in a subject of their choosing. They are encouraged to identify benefits and misgivings of this specific tool in using it in the academic teaching process.
	Sub-task 1: Design the learning activity. • briefly explain the process you will follow and the elements you will consider • write a short description of what this activity is about and what the participants are asked to do
	Sub-task 2: Include the following: • 2 sources of audio (eg. Presenter voice, audio from downloaded source, prerecorded audio…) • 2 sources of static elements (eg. Picture, web reference…) • A presentation tool (eg. Powerpoint…) • Mobile device as a camera
	Sub-task 3: Identify the benefits and misgivings of this specific tool in using it in the academic teaching process.
	The participants work in groups.
	To help the participants, the following documents can be shared:
	ONLINEHE_IO2_Axis4_Training Material 1
	They contain the information presented and discussed during the theoretical session, as a job aid material.
	2. Group work (25')
	The participants work in groups for about 25'. The trainer visits the groups and assists as deemed necessary.
	3. Presentation of results and feedback (15')
	The groups present their results and the trainer with the rest of the participants provide constructive feedback.
	The trainer finishes the session by congratulating and thanking the participants, leaving space for answering questions, if any.
Web Link and Apps	https://obsproject.com/

Assessment	Participants will be assessed based on:
	• the quality of the activity (supports the design process, for example it is in line with the objectives, learning outcomes, the mode of delivery, etc.) • the incorporation of the technical elements that were asked in the description After the presentations of the results, the trainer provides feedback, based on the above criteria. All the participants are encouraged to provide each other with feedback (comments/suggestions).