



IO2. Training Course

**The field of e-learning, state-of-the-art: e-Learning Theoretical
Framework / pedagogies for the design and development of
online courses**

Prepared by UNIVERSITY OF PITESTI

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 1: The field of e-learning, state-of-the-art: e-Learning Theoretical Framework / pedagogies for the design and development of online courses	K1.1. Define e-Learning, its advantages and disadvantages of e-Learning	S1.1. Explain different elements of e-Learning	A.1.1. Instruct trainees by using e-learning to obtain the best courses
	K1.2. Name types of students and instructors in an online environment	S1.2. Identify different types of learners to decide which is most appropriate for your subject area	A.1.2 Act independently in finding the type of learners to use and combine them in designing online courses
	K1.3. List theories of learning	S1.3. Describe in broad terms the main theories of learning and discuss their implications for e-Learning	A.1.3. Instruct trainees how to determine the learning theories for clarifying curriculum development and delivery

1.1. Content Training

Organisation/Partner: University of Pitesti	
Thematic axes (1-7)	1: The field of e-learning, state-of-the-art: e-Learning Theoretical Framework / pedagogies for the design and development of online courses
Training time required	50 minutes
Contents	<p>Topic 1. What is e-Learning? Benefits and Challenges</p> <p>Topic 2. The role of students and the role of instructors in an online environment</p> <p>Topic 3. Learning Theories and the Online Environment</p>
Synopsis of the content	<p>With the increasing integration of e-Learning into university courses, there is a strong need for recommendations to facilitate the development of pedagogically effective e-Learning environment.</p> <p>The objective of module 1 is to provide the participants the knowledge and awareness of e-Learning and its benefits to higher education as well as the challenges. This module introduces you to the basics of redesigning face to face courses for the online environment so that students feel engaged and motivated to learn.</p>
Presentation teaching resources (pptx)	<p>ONLINEHE_IO2_Axis 1_Annex1_Content</p> <p>ONLINEHE_IO2_Axis 1_Annex2_PPT</p> <p>ONLINEHE_IO2_Axis 1_Annex 3_Activities</p>
Learning outcomes matrix	<p>K1.1. Define e-Learning, its advantages and disadvantages of e-Learning</p> <p>K1.2. Name types of students and instructors in an online environment</p> <p>K1.3. List theories of learning</p> <p>S1.1. Explain different elements of e-Learning</p> <p>S1.2. Identify different types of learners to decide which is most appropriate for your subject area</p> <p>S1.3. Describe in broad terms the main theories of learning and discuss their implications for e-Learning</p>

	<p>A.1.1. Instruct trainees by using e-learning to obtain the best courses</p> <p>A.1.2 Act independently in finding the type of learners to use and combine them in designing online courses</p> <p>A.1.3. Instruct trainees how to determine the learning theories for clarifying curriculum development and delivery</p>
Proposed trainer	[names and expertise of the trainer]
Learning activities, material, and digital resources	<ul style="list-style-type: none"> • The trainees are welcomed by an introductory text, emphasizing that this Module is developed in the framework of the ONLINEHE project, briefly stating the main objective of this module and the topics to be discussed • The trainer introduces topic 1 about e-Learning and what are its advantages and disadvantages Annex 2 – sildes 4-7 • The trainer presents types of learners and explain how to make online courses accessible for each type of learner – Annex 2 – slides 10-13 • The trainer explains the strategies and skills needed for students for improvement self-regulation annex 2 – slide 14 • Afterwards the trainer presents the 4 roles of the instructors in online environment and explains considerations for each role - Annex 2 – slide 15 • The trainer presents the learning theories and describes how each theory can be used in the development of an online course Annex 2 – slides 16-18 • The trainer presents the principle of e-Learning theory and how they can promote effective learning – Annex 2 – slides 19-20 • The trainer asks the participants to study in-detail the diagram of the factors that frame educational experience in online learning – Annex 2 – slide 21
Web Link and Apps	List the relevant documents or outputs or web links
References/ sources	<p>https://files.eric.ed.gov/fulltext/EJ1154117.pdf</p> <p>https://opentextbc.ca/teachinginadigitalage/front-matter/introduction/</p> <p>University Level Learning and Teaching via E-Learning Platforms, Author links open overlay panelD.Benta^aG.Bologa^aS.Dzitac^{ab}I.Dzitac^{ac}, https://doi.org/10.1016/j.procs.2015.07.123</p> <p>http://www.leerbeleving.nl/wbts/1/what_is_elearning.html</p> <p>https://www.upet.ro/proiecte/122596/2019/eBook%20IACPEO.pdf</p> <p>https://asociatiapro.ro/ce-este-elearning/</p> <p>https://sites.google.com/site/elearningcpb/</p>

	<p>https://elearningindustry.com/instructional-design-and-learning-styles</p> <p>https://edict.ro/avantajele-si-dezavantajele-utilizarii-platformelor-elearning-pentru-activitatea-de-invatare-si-evaluare/</p> <p>The Theory and Practice of Online Learning Second Edition edited by Terry Anderson ,</p> <p>https://www.aupress.ca/app/uploads/120146_99Z_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf</p> <p>https://www.hindawi.com/journals/edri/2022/4175854/</p> <p>https://s3-us-west-2.amazonaws.com/tandfbis/rt-files/docs/FreeBooks+Opened+Up/Theory_and_Practice_of_Online_FB_final.pdf</p> <p>https://iopscience.iop.org/article/10.1088/1742-6596/1375/1/012084/meta</p>
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1.2. Scenario Template

Organisation/Partner: University of Pitesti	
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	<p>K1.1. Define e-Learning, its advantages and disadvantages of e-Learning</p> <p>K1.2. Name types of students and instructors in an online environment</p> <p>K1.3. List theories of learning</p> <p>S1.1. Explain different elements of e-Learning</p>

	<p>S1.2. Identify different types of learners to decide which is most appropriate for your subject area</p> <p>S1.3. Describe in broad terms the main theories of learning and discuss their implications for e-Learning</p> <p>A.1.1. Instruct trainees by using e-learning to obtain the best courses</p> <p>A.1.2 Act independently in finding the type of learners to use and combine them in designing online courses</p> <p>A.1.3. Instruct trainees how to determine the learning theories for clarifying curriculum development and delivery</p>
Proposed trainer	[names and expertise of the trainer]
Description of learning activities - The approach and the structure of the scenarios	<p>[detailed description of learning activities / text up to 500 words]</p> <p>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</p> <p>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</p>
Web Link and Apps	<p>[list the relevant documents or outputs or web links]</p> <p>ONLINEHE toolkit</p>
Assessment	<p>[a description of the practice for assessing learning achievement]</p> <p>By completing the tasks proposed in Annex 3</p>